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ABSTRACT

The Police Liaison Program (PLP) was established in Vancouver, British Columbia (Canada) elementary and secondary schools to improve police-community relationships; to increase understanding of the police role and of the individual's responsibilities in the community; and ultimately, to reduce juvenile delinquency. In 1981, the program was evaluated to measure its effectiveness in decreasing the incidence of juvenile crimes, improving student attitudes toward the police, and influencing administrator, teacher, and student opinions on the program. Analysis of crime statistics revealed no evidence that the program had made a significant impact on the incidence of crime on school grounds. Attitude surveys indicated that having the program in a school had a significant impact on attitudes toward the police among secondary school students but not among elementary school students. Opinion surveys indicated that most of the teachers, principals, and students had positive opinions of the program. The school personnel presented some recommendations for program improvement. Details of the evaluation and evaluation results are presented in this report. Appendices include an example of a Police Liaison Officer's monthly report and plans, crime statistics, sample questionnaires, and survey results for elementary school teachers and students, and secondary school teachers and students. (MJL)

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AN EVALUATION OF THE POLICE LIAISON PROGRAM

Research Report 81-08

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1981 October

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REPORT NUMBER 81-08

Hunter, Susanne and LaTorre, Ronald

-- EVALUATION OF THE POLICE LIAISON PROGRAM (1981)

-- Vancouver, B.C./Evaluation and Research Services, Vancouver School Board, 1981 -- 98 pages.

SUBJECT

Police Liaison Program/Effectiveness of Program/Crime Statistics/Students' Attitudes Toward Police/Opinion Data/Students/Teachers/Principals/Elementary/Secondary/

ABSTRACT

Type of Study:
Descriptive, quasi-experimental

Sample:
Crime Statistics - statistics were provided by the VPD on the incidence of crime on school grounds between 1969 and 1980.
Students' Attitudes - all students in one of Grades 5 - 7 and one class of secondary students at each grade level in schools with and without the PLP.
Opinion Data - the students, above, from schools with the PLP and elementary teachers from three grades randomly chosen in each school, all homeroom teachers and counsellors at the secondary level and all principals, in schools with the PLP.

Methodology:
Crime Statistics: The crime statistics were compiled by school and analyzed to determine if there were any differences between schools with and without the PLP.
Students' Attitudes: Students' attitudes were measured by two scales (elementary and secondary) of attitudes toward police. The results were analyzed to disclose any program effects.
Opinion Data: The opinion of students, teachers and principals were collected by means of questionnaires.

Findings:
Crime Statistics: The data analyzed did not indicate that the PLP had made a significant impact on the incidence of crime but, limitations of the data are discussed.
Students' Attitudes: The PLP has, apparently, made a significant impact on the attitudes of secondary students toward the police; no significant impact was evidenced at the elementary level.
Opinion Data:

1. 85% of the elementary and 94% of secondary students knew their school had a PLO and 84% of the elementary and 66% of the secondary students had had contact with the PLO in their classroom during the last school year.
2. 76% of the elementary and 64% of the secondary students reported they liked the PLO.
3. 73% of the elementary and 31% of the secondary students expressed an interest in seeing the PLO "more often".
4. 81% of the elementary teachers indicated that the PLO had visited their classroom at least once this school year on a "formal" basis and 36% reported at least one class visit on an "informal" basis; 22% of the secondary teachers reported at least one "formal" class visit and 12% reported at least one "informal" class visit.
5. 45% of the elementary and 56% of the secondary teachers reported utilizing the services of the PLO in the last school year.
6. 93% of the principals indicated that their staff felt favourable and all principals perceived that their students felt favourable to the PLO's.
7. A majority of the respondents indicated that having a PLO in the school had improved the students' understanding of the role of the police in the community and improved the relationship between the students and the police; fewer elementary teachers agreed in each case.
8. Many elementary teachers and principals and some secondary teachers recommended improvements to the PLP and made "other comments".

Tests Included in the Document:
Attitude Surveys (2), Questionnaires (5)

Availability: Evaluation and Research Services, Program Resources, Vancouver School Board

ACKNOWLEDGEMENTS

We wish to acknowledge the contribution of Inspector Bisset, P.C. Hutchinson, and P.C. Chalmers of the Planning and Research Section and Len Hexter, Head Records Clerk, of the Information Section of the Vancouver Police Department, in providing us with the 1969 - 1980 statistics on crimes perpetrated on school grounds. We would also like to extend our thanks to Corporal MacKay-Dunn, School Liaison Coordinator and the School Liaison Officers for their input on the evaluation and the instruments utilized.

We also wish to express our appreciation to Lucy Bilow and Rumiko Kawahira of Program Resources, Vancouver School Board for their efforts in compiling the crime statistics for analysis and to the keypunching staff of the Vancouver School Board for their friendly and efficient services. Thanks also go to Rumiko for her patience in typing this rather lengthy report.

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INTRODUCTION

PURPOSE OF THE STUDY

It was proposed that the Police Liaison Program[1] be evaluated in 1981 to provide feedback to the Vancouver Police Department and the Vancouver School Board on the effectiveness of the program in terms of the program's goals and objectives.

BACKGROUND OF THE STUDY

The Police Liaison Program (PLP) began in 1972 April with one Police Liaison Officer (PLO) participating in activities in one secondary school and six feeder elementary schools. A second officer began functioning in another secondary school and its feeder schools in 1973 April. Both of these programs were evaluated in their first year.[2] Since then, no attempt has been made on the part of the Vancouver School Board (VSB) to determine the effectiveness of this rapidly expanding program. At present 11 PLOs are assigned to 13 secondary and 71 elementary schools and annexes. The 1981 study was proposed to determine the effectiveness of the program in all participating schools.

DESCRIPTION OF THE POLICE LIAISON PROGRAM[3]

Background

The Vancouver Police Department (VPD) reports that increases in delinquencies at various levels of society appear to be related to a proportionate reduction in respect for the law and for police as representatives of the law and to a lack of understanding by youths. It is observed that the mobilization of the police force and the removal of officers from the foot beat have changed the image of the law enforcement officer from that of a public servant whose approach was welcomed to that of an impersonal figure of authority whose approach heralded trouble. The police feel that they have been inadvertently responsible, in part, for the general misunderstanding and mistrust amongst youth which has in turn contributed to an increase in juvenile delinquency.

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1. The program being evaluated has been called both the Police Liaison Program and the School Liaison Program in the past; to be specific for VSB purposes, in this report, the program and the officers involved will be referred to as the Police Liaison Program and Police Liaison Officers, respectively.

2. Ellis, N.E., Evaluation of the Involvement of a Police Officer in Schools of the Killarney District, Vancouver School Board, July, 1973. (RR 73-14)
Southwick, R.A., Involvement of a Police Officer in Schools in the Lord Byng District, Vancouver School Board, July, 1974. (RR 74-16)

3. The description of the program has been summarized from the resource book for teachers published by the VSB and VPD in July, 1980 - LIAISON ~ An Integration of Police Programs Into the K - 7 Curriculum.

It is perceived that early identification of a problem with a juvenile is necessary to minimize the effort and resources needed to solve that problem. The school is thought to be the logical place to identify problems and to reach the child with preventative measures. Thus, the VPD became involved in a school liaison program similar to the program utilized in several American cities where it has been proved to be effective as a long-range preventative program in the reduction of juvenile delinquency. The purpose of this involvement is to bring about a more positive attitude toward the police and to contribute to the improvement in the relationship between youth and the police.

The PLP was designed to put a police officer in contact with the youth of a community. The PLP gives the youth the opportunity to meet a police officer, to find out that he/she is human and, possibly, to better understand why he/she exists in the community. All ages from Kindergarten to Grade 12 are open to contact whether it is in a formal discussion or an informal chat, in the gym, hallway or classrooms. This contact also gives the police officer the opportunity to meet young people, hear their complaints and understand their problems. This verbal communication helps eliminate the barriers between youth and police, and in doing so, creates a better understanding between them.

Goals and Objectives

The ultimate aim of the PLP is the prevention of juvenile delinquency and, in attempting to do so, its goals are

(a) to create a better understanding of the role of the policeman in the community,

(b) to create a better understanding of the individual's responsibility to the community, and

(c) to create a better understanding of why there are laws and why they are enforced.

Based on the above goals, the following objectives were determined for the PLP.

1. To extend police participation in the School Guidance Program.

(a) To be available to principals, teachers and counsellors at any time to answer questions pertaining to law and police in the community.

(b) To establish liaison with elementary schools.

2. To act in an advisory capacity to determine methods in dealing with youths who harass students and teachers and who cause problems at schools.

3. *To break down the barriers which have existed between police, students and parents in the following ways:*

   (a) To make self available to parents of the community as an advisor at the request of parents, principals, or principal's delegate.

   (b) To aid in producing a greater acceptance and respect for law and order.

   (c) To impress upon students the humanity of a police officer by presenting a fine image to them.

   (d) To impress students of the necessity of living in a law abiding manner.

   (e) To be available to students to advise them of their rights and responsibilities relative to the law and community.

The PLP was designed as a long-term project. The police of Flint, Michigan, the birthplace of the program 12 - 14 years ago, are now able to see the benefits of their actions. The PLP is, therefore, a preventative program, based on education and understanding, the ultimate aim being a decrease in the incidence of juvenile crime.

Role of the Police Liaison Officer

Police officers apply on a volunteer basis and are selected by their ability and desire to work with young people. Self-discipline and self-motivation are important characteristics of any PLO. PLOs create their own timetables and programs within the framework of the guidelines established by their coordinator and the Vancouver School Board.

The elementary school contact by the PLO is intended to strengthen, at an early age, young people's attitudes towards socially acceptable behaviour. At the elementary school, PLO contact is more informal; just being there as a policeman, being friendly, and answering their questions will strengthen positive attitudes. At the secondary level the approach is more technical; students' questions have more depth and students demand a more realistic approach to problems. Involvement in the schools is the key to a PLO's success. Attendance at extracurricular activities shows the PLO is interested in the students and, in turn, students develop a better attitude towards the PLO.

Some of the duties of the PLO are listed below.

i. *Speak to classes from Kindergarten to Grade 12 on a regular and/or invitational basis on specific topics.*

ii. *Visit and/or join classes on a friendly informal basis.*

iii. *Participate and/or attend extracurricular activities such as football and basketball games, school plays and concerts, Open House evenings, home and school meetings, field trips, and dances.*

iv. Act in a consultive or liaison capacity with students, teachers, or parents upon request.

v. Investigate criminal matters which arise within his or her[4] *school which must be dealt with at the time.*

vi. Act in an advisory capacity on legal matters to the principals.

vii. Arrange for guest speakers through the PLO Coordinator.

viii. Reserve films, slides, kits or posters through the following resources: Vancouver School Board, National Film Board, Vancouver Safety Council or PLO Coordinator.

ix. Maintain liaison with local social service and community organizations.

x. Make contact with students in the hallways, gyms, cafeterias, or school grounds.

xi. Represent and impress upon the students a good image of the VPD through his or her appearance, good manners and conduct.

xii. Record and submit to the PLO Coordinator a monthly mileage sheet for using his or her private car within the school areas.

xiii. Record and submit to the PLO Coordinator a six-month progress report on the following:

- *number of grades covered and what topics.*
- *number of consultations with students, parents and teachers.*
- *number of investigations involved in and whether anyone was charged or arrested.*
- *number of meetings attended, date, time, and name of group.*

xiv. Notify PLO Cocrdinator of any changes in monthly schedule.

xv. Attend weekly meetings with all PLOs to discuss problems, compare notes, pick up mail, and reports, read bulletins and be advised of coming events, workshops, training sessions, new procedures, new policies by the PLO Coordinator.

The duties of the PLO should in no way be construed as those of a school guard or disciplinarian.

A monthly report of one of the Vancouver PLOs is appended (Appendix A) to provide a more in-depth view of the PLO's activities. The April monthly plans of two PLOs are also appended as an indication of their time commitments.

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4. Both male and female PLOs have worked in Vancouver schools.

PROCEDURE

DESIGN OF THE STUDY

The evaluation of the PLP was proposed to measure the effectiveness of the program in all participating schools. The effectiveness was to be measured in terms of the stated goals and objectives of the program as outlined in the *INTRODUCTION*. The study was designed to measure three different parameters to determine the effectiveness of the program in attaining its goals and objectives.

(1) The incidence of criminal activities on school grounds for the years 1969 through 1980 were analyzed as a measure of juvenile delinquency to determine if the program has resulted in a decrease in juvenile crimes.

(2) The attitudes towards police of elementary and secondary students in schools with a PLO were compared with the attitudes of other students (no PLP) to determine if the program has affected their opinions of the police.

(3) The opinions of students, teachers and principals in schools with PLOs were obtained concerning the effectiveness of the program in meeting its goals and objectives and the performance of the PLOs.

The goals and objectives of the program are outlined in Table I together with the proposed evaluation procedures.

SAMPLING AND STATISTICAL ANALYSIS

(1) Crime Statistics

The incidence of each type of criminal activity (mischief, willful damage, theft, burglary) on school grounds from 1969 to 1980 were obtained from the Planning, Research and Inspection Section of the VPD. The data were computed for each secondary school and its respective feeder schools by the VSB. A statistical analysis was made for each secondary school and cluster of feeder elementary schools, separately, excluding King George, Prince of Wales and University Hill. A regression model analysis of covariance and Tukey's multiple range tests were used to analyze the data. Appendix B contains a technical report of the statistical analysis and a discussion of the validity of the measure. The results are summarized in the body of the report.

TABLE I

EVALUATION DESIGN

Goals and Objectives Measured*	Evaluation Procedure**
To decrease/prevent juvenile delinquency.	Analysis of crime statistics on school grounds, 1969-1980.
To create a better understanding of the role of the policeman in the community.	Attitude Surveys SS - H ET - J ST - I P - G, H
To create a better relationship between students and police.	Attitude Surveys SS - H ET - K ST - J P - G, I
To be available to principals, teachers, and counsellors to answer questions pertaining to the law and police in the community.	ET - H, I ST - H, I P - D
To establish liaison with elementary schools.	ES - A, B, D ET - B, E, F
To act in an advisory capacity to determine methods in dealing with youths who harass students and teachers and cause problems at schools.	ET - H, I ST - H, I P - D
To make self available to parents of the community as an advisor.	P - E
To be available to students to advise them of their rights and responsibilities relative to the law and community.	ES - D, F SS - D, E
To impress upon students the humanity of a police officer.	Attitude Surveys ES - G, H SS - F P - G

*The research study has not attempted to measure all the goals and objectives outlined in the *INTRODUCTION* of this report.

**ES - elementary students' survey
SS - secondary students' survey
ET - elementary teachers' survey
ST - secondary teachers' survey
P - principals' survey

Other letters refer to specific questions on each survey. Samples of the various questionnaires are provided in Appendix C.

(2) Student Attitude Surveys[5]

A sample of all the students in one of Grades 5 - 7 in both schools with and schools without the PLP were selected to complete the attitude survey[6] (see Appendix C). In every secondary school, one class of students at each grade level was asked to complete the attitude survey[7] (see Appendix C). At each level, elementary and secondary separately, the scores on the attitude survey and the reported number of contacts with police officers (other than the PLO) of the students with the PLP were compared with those of the students without the PLP using an analysis of variance. The results are reported in Appendices D and E for elementary and secondary, respectively, and summarized in the body of the report.

(3) Opinion Surveys (see Appendix C)

The questions which comprise each of the surveys were designed based on the goals and objectives of the PLP and the duties of the PLOs. In addition, teachers and principals were asked to make recommendations for improving the PLP. The questionnaires were vetted with the PLOs and other VPD officers before being distributed.

Elementary and Secondary Students

Those students in schools with a PLP who completed the attitude survey also responded to the survey of opinions. The responses of the students were tallied; where appropriate, the students' attitudes were analyzed according to their survey responses. The results are reported in Appendices D and E, for elementary and secondary students, respectively. The results are summarized in the body of the report.

Elementary Teachers

All teachers at each of three randomly chosen grade levels from K - 7 in elementary schools with the PLP were distributed a questionnaire. Their responses were tallied and the numbers and percentages of teachers choosing each response are reported in Appendix F; a synopsis of these responses is provided in a *SUMMARY OF RESULTS*.

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5. Concerns were raised by the Principals of four elementary and three secondary schools about the level of difficulty of the wording of the attitude surveys and the negativism of some of the items.

6. "Positive Attitudes Toward Police" from Rusinko, Johnson, and Hornung, The Importance of Police Contact in the Formulation of Youth's Attitudes toward Police, Journal of Criminal Justice, Vol. 6, pp. 53 - 67 (1978).

7. The scale of attitudes toward police used at the secondary level was developed by Curt Griffiths, Simon Fraser University.

Secondary Teachers

All counsellors and homeroom teachers in secondary schools with the PLP received a questionnaire. Their responses were tallied and are reported in Appendix G; their responses are summarized in the results section of the report.

Principals

The principals of all schools, elementary and secondary, which had a PLP, received a questionnaire. Their responses were tallied and are provided in Appendix H and summarized in the body of the report.

SUMMARY OF RESULTS

CRIME STATISTICS

Data pertaining to criminal activities committed on school grounds between 1969 and 1980 were analyzed using the most stringent test available. A technical report of the results is presented in Appendix B. No evidence was found that having the PLP in a school made a significant impact on the incidence of criminal activities perpetrated on school grounds and reported to police. But, the crime statistics used limit the interpretation of the results as lack of evidence that the PLP was effective. This lack of evidence must not be misconstrued as evidence that the PLP is ineffective for the following reasons:

1) crimes committed on the school ground may have been perpetrated by students from other schools or by non-students.

2) crimes committed on the grounds of schools with a PLO may have been more often and more accurately reported.

3) there appears to be some variability among schools in the reporting of criminal activities to the VPD.

Thus, although the statistics used in this study did not indicate that the PLP made a significant impact on the incidence of criminal activities on the school grounds, the limitations of the data restrict any attempt to interpret these results as evidence of the program's ineffectiveness.

STUDENT ATTITUDE SURVEYS

The student attitude surveys consisted of a scale of attitudes toward the police and a question concerning the number of contacts the student had had with the police. Students in elementary and secondary schools, with and without the PLP, completed the attitude surveys. The results are presented in Appendices D and E for elementary and secondary students, respectively. A summary of the results follows.

At the elementary level, the attitudes of students in schools with the PLP (mean score of 17.4, n=1052)[8] were not significantly different than those

8. This means that the mean (or average) attitude score was determined on a sample size (n) of 1052 students.

of students in schools without the PLP (mean score of 17.1, n=303). The attitudes of elementary students with NONE or LOW (1 - 3 times) contact with the police (mean attitude scores of 17.4 and 17.6, respectively) were significantly more positive than those elementary students with HIGH (4+ times) contacts (mean attitude score of 16.6). Elementary students in schools with a PLO did not score significantly differently on the attitude survey than the other students, at each level of contact with the police.

The attitudes toward the police of the secondary students in schools with a PLO (mean score of 49.5, n=748) were significantly more positive than those of secondary students in schools without the PLP (mean score of 45.8, n=467). The number of contacts with other police were higher for secondary students in schools without a PLO. Students with NONE or LOW (1 - 3 times) contact with other police (mean attitude scores of 49.5 and 48.2, respectively) had significantly more positive attitudes than students with HIGH (4+ times) contact (mean attitude score of 40.1). Again, at each level of contact, secondary students in schools with a PLO did not score significantly differently on the attitude survey than other students.

Thus, having the PLP in the school made a significant impact on the attitude toward the police of the secondary students surveyed but did not significantly affect the attitudes of the Grades 5 - 7 elementary students. For both the elementary and secondary students, the level of contact with other police had a significant effect on their attitudes. Students having low levels of contact had more positive attitudes.

OPINION SURVEYS

Responses by students, teachers and principals concerning contacts with the PLO, observation of the PLO at extracurricular activities and utilization of the services of the PLO during the current school year refer to the months of 1980 September to 1981 April when the surveys were completed.

Elementary Students

Elementary students in Grades 5 - 7 in schools with a PLO who completed the attitude survey also responded to the opinion survey (n=1424). The results are provided in Appendix D and summarized as follows:

- 85% of the students knew their school had a PLO.
- 84% reported that the PLO had come into their class to teach them about safety, etc.
- 37% had talked with the PLO outside of the classroom.
- 6% reported that they had talked with the PLO because they had done something bad; these students had significantly lower attitude scores.
- 17% of the students had asked the PLO to help them because they had a problem; these students had significantly more positive attitudes toward the police.
- 76% of the students reported that they liked the PLO and 57% reported that they liked other police; in both cases liking the police was associated with more positive attitudes.

- 73% of the students indicated that they would like to have the PLO come into their classroom "more often".
- 20% of the students reported "no" PLO class visit this year, 42% reported "one", 28% reported "two" and 10% reported "three" or more.
- the frequency of class visits did not significantly affect the attitudes of the students.

Secondary Students

Secondary students in schools with a PLO who completed the attitude survey also responded to the opinion survey (n=936). The results are provided in Appendix E and summarized as follows:

- 94% of the students knew their school had a PLO and 51% knew where the PLO's office was located.
- less than 1% of the students had a negative opinion of the role of the PLO.
- 9% of the students had had contact with the PLO in the last school year "for personal reasons", 66% had had contact "in their classrooms", 29% had had contact "at extracurricular activities" and 15% had had contact "for other reasons"; students who had had contact with the PLO in the classroom and/or during extracurricular activities had significantly more positive attitudes.
- 64% of the students indicated that they liked the PLO "very much" or "a little" and 32% claimed they didn't know the PLO; the students' liking of the PLO correlated with more positive attitudes.
- 31% of the students indicated an interest in seeing the PLO "more often" and 60% would like to see him/her "about as often"; again, wanting to see the PLO "more often" was associated with higher attitude scores.
- 73% reported that having the PLO in the school had improved "the understanding of the students about the role of the police in the community" "a little" or "a lot" and 69% felt that having the PLO had "improved the relationship between students and police" "a little" or "a lot"; again in both cases, a "yes" response to the question correlated with more positive attitudes to the police.
- over 20% of the students provided additional comments which reflected positively on the program and the officers.

Elementary Teachers

Elementary teachers at each of three grade levels from K - 7 in schools with the PLP were distributed a questionnaire; 267 questionnaires were completed and returned. The results can be found in Appendix F and are summarized as follows:

- a fairly even proportion of the teachers responded from each grade level.

- 81% of the elementary teachers indicated that the PLO had visited their classrooms at least once this school year on a "formal or semi-formal basis" and 36% reported at least one PLO class visit on an "informal basis".
- "sometimes" or "frequently" were indicated by 22% of the teachers for PLO attendance at sports events, by 14% for attendance at school concerts and drama nights, by 13% for PLO attendance at School Consultative meetings and by 11% for attendance at openhouse/Parents' nights.
- 16% of the teachers reported that they had been harassed by a student; the majority handled the harassment themselves and less than 5% of the group who were harassed sought the assistance of the PLO.
- 55% of the respondents indicated that they had not made use of the PLO during the last school year; of those who did, most used the PLO as an advisor.
- 60% of the elementary teachers felt that having the PLO had "improved the understanding of the students about the role of the policeman in the community" and 27% did not know.
- 53% of the teachers perceived an "improved relationship between students and police" as a result of having the PLO; 37% did not know.
- most of the recommendations made by ten or more teachers involved the PLO visiting the school more often on a more regular basis, seeing all classes and being available informally at school events, lunchtime, recess, etc. to interact with the children.
- most of the elementary teachers who made "other comments" were positive about the program, the officers and the effects on the students.[9]

Secondary Teachers

All counsellors and homeroom teachers in secondary schools with a PLO received a questionnaire; 242 were completed and returned. The results are provided in Appendix G and summarized below.

- 3/4 of the secondary teacher respondents were subject area teachers and 10% were counsellors; teachers and department heads responded from a variety of subject areas.
- 22% of the teachers reported that the PLO had visited their classroom at least once this school year on a "formal or semi-formal basis" and 12% reported at least one visit on an "informal basis".
- 3/4 or more of the respondents reported that they "sometimes" or "frequently" observed the PLO at sports events, school concerts/drama nights, dances and social events and School Consultative meetings.

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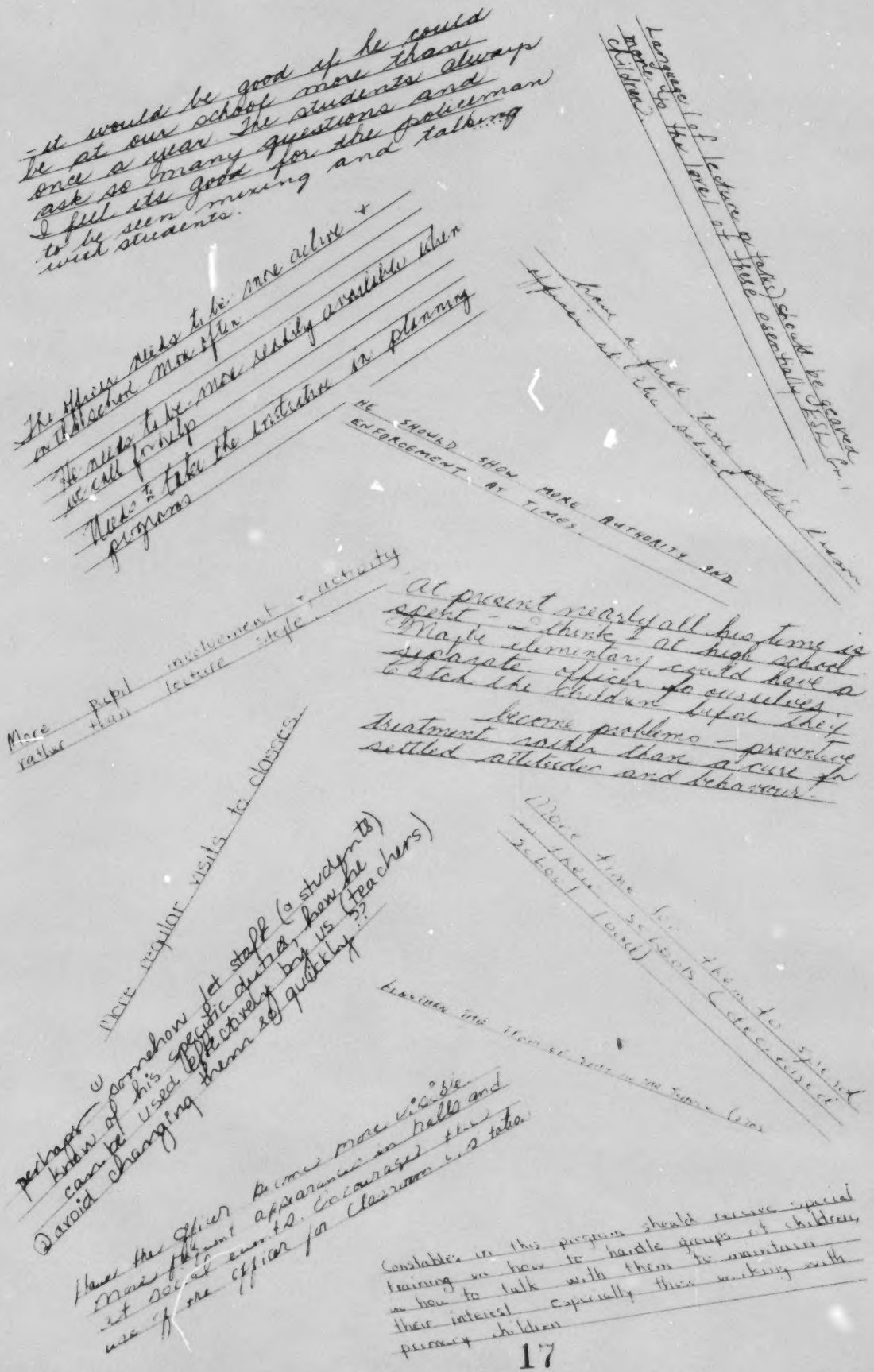
9. See Figures 1 and 2 for examples of recommendations and "other comments", respectively.

FIGURE 1 - EXAMPLES OF TEACHER AND PRINCIPAL RECOMMENDATIONS


it would be good if he could be at our school more than once a year. The students always ask so many questions and I feel its good for the policeman to be seen mixing and talking with students.
The officer needs to be more active in classroom presentation
We need to be more visibly available when we call for help
Needs to take the initiative in planning programs
HE SHOULD SHOW MORE AUTHORITY AND ENFORCEMENT AT TIMES.
Have a full time police officer at the school
Language (of lecture & talks) should be geared more to the level of these essentially ESL (or Native) children
More pupil involvement + activity rather than lecture style
At present nearly all his time is spent - I think I at high school. Maybe elementary could have a separate officer for ourselves to teach the children what they become problems - preventive treatment seems more a cure for settled attitudes and behaviour.
more regular visits to classes
perhaps somehow let staff (a study of) how of his specific duties, how he can be used effectively by us (teachers) & avoid changing them so quickly??
More time for officer to spend at each school (and)
Have the officer become more visible
More frequent appearances in halls and at recess and lunch
use of one officer for classroom visits
Constables on this program should receive special training on how to handle groups of children, on how to talk with them to maintain their interest especially those working with primary children

- 21% of the secondary teachers reported that they had been harassed by a student; most handled the problem themselves and about 10% of those who were harassed sought the advice/assistance of the PLO.
- 44% of the teachers reported that they had not made use of the PLO during the last school year; of those who did, most used the PLO as an advisor and many used the PLO "as a crime preventor", "as an enforcer of rules and regulations" and "for other services".
- 68% of the teachers felt the PLP had "improved the understanding of the students about the role of the policeman in the community" and 30% did not know.
- 69% felt that having the PLO in the school had "improved understanding between the students and the police" and 28% did not know.
- some secondary teachers made recommendations for improving the PLP - "provide more info to teachers and students re role of PLO, topics for presentation, etc." was one recommendation by ten teachers.
- most of the secondary teachers who made "other comments" were positive about the program, the officers and the effects of the program on the students.[10]

Principals

All principals, elementary and secondary, of schools with the PLP were asked to complete a questionnaire; sixty (71%) were returned. The principals' responses are reported in Appendix H and summarized as follows:

- 57% of the principals indicated that their PLO spent two or fewer hours on the school grounds per month and 30% reported that their PLO makes ten or fewer class visits per school year.
- 45% of the principals reported that the PLO had never attended any extracurricular activities and 32% reported that the PLO attended "some" or "all".
- the PLO was consulted/utilized by principals most often in cases of vandalism, for problem students and for other purposes.
- 24% of the principals indicated that the PLO "never" gave advice to parents, 43% reported that this occurred "rarely" and 33% reported that this occurred "sometimes" or "frequently".
- 93% of principals perceived that their staff felt favourable and all principals observed that their students felt favourable toward the PLO.
- 78% of the principals indicated that having a PLO had "improved the understanding of the students about the role of the policeman in the community"; 19% did not know.

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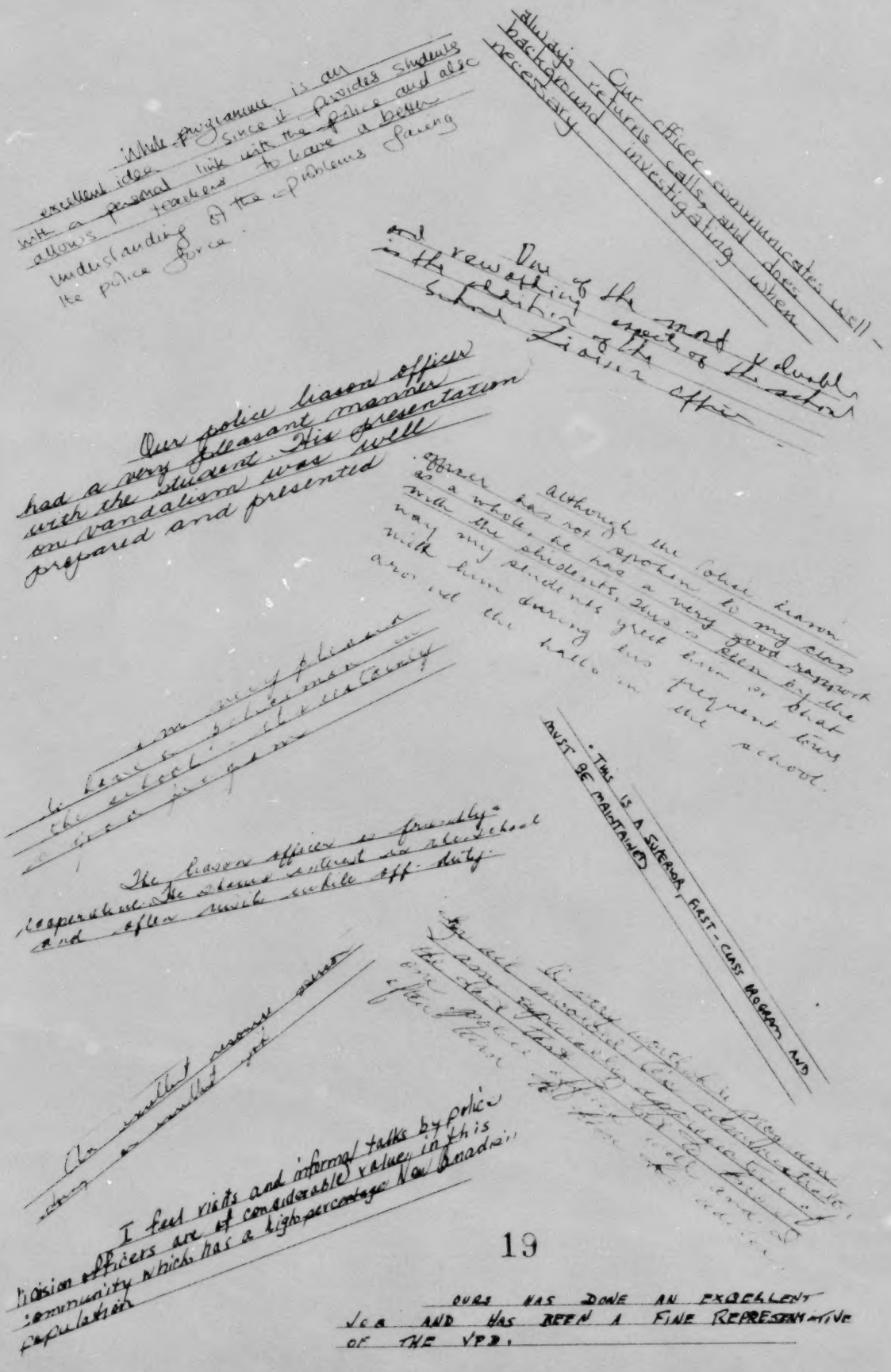
10. *Ibid.*

FIGURE 2 - EXAMPLES OF TEACHER AND PRINCIPAL COMMENTS


While programme is an excellent idea. Since it provides students with a personal link with the police and also allows teachers to have a better understanding of the problems facing the police force.
Our officer communicates well - always returns calls and does background investigating when necessary
Our police liason officer had a very pleasant manner with the student. His presentation on vandalism was well prepared and presented
Although the police liason officer has not spoken to my class as a whole, he has a very good rapport with the students. This is often by the way my students greet him or that I have frequent long talks in the hallway with him during the school.
The liason officer is friendly, cooperative. He shows interest in the school and often visits outside off-duty.
I feel visits and informal talks by police liason officers are of considerable value in this community which has a high percentage of New Canadian population
Our officer has done an excellent job and has been a fine representative of the VPD.
• This is a superior, first-class program and must be maintained

- 66% reported that the PLP had "improved the relationship between the students and the police" and 29% did not know.
- 3/4 of the principals suggested improvements to the PLP; 10% or more of the principal respondents to this question recommended that the PLO visit more often and on a regular basis, be more visible and more accessible, spend more time in informal interactions with students and make a definite commitment to the elementary schools.
- most of the principals who made "other comments" were positive about the program and the officers.[11]

DISCUSSION

EVALUATION OF THE ACHIEVEMENT OF THE GOALS AND OBJECTIVES OF THE PROGRAM

The evaluation was designed such that the results of the three measures, the crime statistics, the student attitude surveys and the opinion surveys, could be used to evaluate the PLP in terms of its goals and objectives. The following lists the goals and objectives and summarizes the results appropriate to each.

To decrease/prevent juvenile delinquency.

Although the analysis of the criminal activities committed on school grounds between 1969 and 1981 did not indicate that the PLP made a significant impact on the incidence of crime, the limitations of the data restrict any attempt to interpret these results as evidence of any ineffectiveness on the part of the program.

To create a better understanding of the role of the policeman in the community.

Although there was no significant difference at the elementary level, the attitudes toward police of secondary students in schools with the PLP were significantly more positive than the attitudes of students in schools with no PLO. Thus, it would appear that having a PLO has had an impact on the secondary students' attitudes toward police.

Seventy-three percent of the secondary students, 60% of the elementary teachers, 68% of the secondary teachers and 78% of the principals reported that having a PLO in the school had improved the students' understanding of the role of the policeman in the community. Most of the other respondents did not know.

To create a better relationship between students and police.

Again, it would appear that having a PLO in the school has had a significant impact on the attitudes of the secondary students toward the police; no such significant impact was observed at the elementary level.

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11. *Ibid.*

Sixty-nine percent of the secondary students, 53% of the elementary teachers, 69% of the secondary teachers and 66% of the principals indicated that the PLP had improved the relationship between the students and the police. Again, most of the other respondents did not know. All of the principals perceived that the students felt favourable toward the PLO.

To be available to principals, teachers, and counsellors to answer questions pertaining to the law and police in the community.

Forty-five percent of the elementary teachers and 56% of the secondary teachers indicated that they had used the services of the PLO during the last school year. Most of these teachers utilized the PLO as an advisor. Less than 5% of the elementary teachers who reported being harassed by a student and about 10% of the harassed secondary teachers sought the advice/assistance of the PLO. Most of the teachers who experienced harassment handled the problem themselves. Approximately 61% of the principal respondents consulted the PLO on legal matters at least once during the last school year.

To establish liaison with the elementary schools.

Eighty-five percent of the elementary student respondents knew their school had a PLO, 84% indicated that the PLO had been into their classroom and 37% had talked with the PLO outside the classroom. Eighty-one percent of the elementary teachers indicated that the PLO had been into their classroom on a formal basis at least once and 36% reported at least one informal visit. Attendance at extracurricular activities by the PLO was observed by some of the elementary teachers.

To act in an advisory capacity to determine methods in dealing with youths who harass students and teachers and cause problems at schools.

Most of the 45% of elementary teachers and 56% of secondary teachers who utilized the services of the PLO used him/her as an advisor. But, few of the teachers who reported being harassed by a student sought the advice/assistance of the PLO. Eighty-three percent of the principal respondents sought the advice of the PLO at least once during the last school year in relation to problematic students. Twenty-two percent of the principals sought this advice four or more times during the school year.

To make self available to parents of the community as an advisor.

Twenty-four percent of the principal respondents indicated that their PLO had "never" given advice to parents during the last school year, 43% reported this occurred "rarely" and 33% indicated this occurred "sometimes" or "frequently".

To be available to students to advise of their rights and responsibilities relative to the law and community.

Thirty-seven percent of the elementary students indicated that they had talked with the PLO outside of the classroom and 17% of the elementary students reported they had asked the PLO to help them because they had a

problem. Nine percent of the secondary students reported having contact with the PLO for "personal reasons" and 15% had contact for "other reasons". Fifty-eight percent of the secondary students reported that their "personal" or "other" contacts with the PLO were initiated by the PLO and 41% reported that their contacts were self-initiated; 82% of the students reported that these contacts occurred because they needed assistance/advice.

To impress upon the students the humanity of a police officer.

Seventy-six percent of the elementary students reported they liked the PLO and 73% indicated that they would like the PLO to come into their classroom "more often". Sixty-four percent of the secondary students indicated they liked the PLO "very much" or "a little" and 32% claimed they didn't know the PLO. Thirty-one percent of the secondary students reported that they would like to see the PLO "more often" and 60% would like to see him/her "about as often". Less than 1% of the secondary students perceived the role of the PLO in the school to be negative and more than 20% commented positively on the program and the officers. All of the principal respondents observed that their students were favourable to the PLO. The attitudes toward police of secondary students in school with a PLO were significantly more positive than students who do not have contact with a PLO.

RECOMMENDATIONS OF TEACHERS AND PRINCIPALS

Elementary and secondary teachers and principals were asked to recommend improvements to the PLP. Some examples of their recommendations can be found on page 12. The following summarizes the suggestions made by at least 1% of all the respondents when the recommendations of the three groups were pooled (n=556):

- visit school/classes more frequently/spend more time at school (84),[12]
- visit classes on a regular basis (31),
- be more visible (25),
- provide information to teachers re role of PLO/topics for presentations (21),
- make the interaction between the PLO and children more informal/personal (19),
- visit elementary classes more than once per year (17),
- spend more time in elementary schools (16),
- reduce PLO work load (15),
- need more officers if program is to be effective (15),
- extend program to cover more topics (15),
- provide special in-service training for PLO's in dealing with/teaching younger students (11),
- be involved with school teams/events (10),
- need PLO's for elementary schools only (10),
- visit each class in the elementary school (individually) (9),
- provide more variety in presentations (9),
- select PLO's carefully (8),
- involve students more/have more student-oriented activities (8),
- have longer term/more continuity of officers (8),
- have more contact with students/staff (7),
- approach students as a friend (7), and
- be more accessible (7).

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12. The number in brackets refers to the number of respondents making that recommendation.

CONCLUSIONS

The evaluation was designed such that the results of three measures, the crime statistics, the student attitude surveys and the opinion surveys, could be used to evaluate the PLP in terms of its goals and objectives.

The ultimate aim of the program, a decrease in the incidence of juvenile crime, is recognized as a long term goal. The limitations of the data used to measure this goal resulted in inconclusive evidence for the effectiveness of the program.

The attainment of the two more short term goals of improving students' attitudes toward police by improving their understanding of the role of the policeman in the community and creating a better relationship between students and police was more in evidence. Especially at the secondary level where the students in the program had more positive attitudes and the majority of the teachers responded positively, the PLP appeared to have reached its goals. But, at the elementary level the evidence was less positive - the attitudes of students in the program were not significantly different from other students and only better than half the teachers perceived the program as reaching its goals. Thus, it would appear that the PLP has been successful at the secondary level and only moderately successful at the elementary level in attaining its goals.

The same would appear to be true of the objectives of the program. The PLP has had varying degrees of success in reaching its objectives and more success is evidenced at the secondary level than the elementary level. The availability of the PLO to principals, teachers, students and parents especially at the elementary level, was a demonstrated area of needed improvement. The object of the PLP to impress upon the students the humanity of a police officer was relatively more successful. The recommendations of the teachers and principals surveyed indicate areas where the services of the PLOs could be improved to further enhance the effectiveness of the program.

Overall, the results of the evaluation indicate the PLO's efforts have made a positive impact on the students and staff of the schools involved in the PLP. Most of the teachers and principals who made some other comments were positive about the program.

APPENDIX A

PLO MONTHLY REPORT AND MONTHLY PLANS

VANCOUVER POLICE DEPARTMENT

BUREAU OF SUPPORT SERVICES
DIVISION

TO: NCO i/c SCHOOL LIAISON (Cpl D MacKAY-DUNN) DATE: 81 05 01

SUBJECT: MONTHLY REPORT (April 1981)

(A) CLASSES ATTENDED

1. Elementary:--

a. All grade 4 classes were visited by the u/s and given a presentation on "SELF-DEFENCE". This presentation involves instruction on protecting oneself in various settings..

i. at home
ii. at play
iii. at school

The subject matter includes safety in various rooms and situations. This subject was received very well by the pupils and the teachers.

b. All grade 5 classes were visited in this month and all students saw the film "...SO I TOOK IT" and took part in the class discussion on THEFT and, in particular, SHOPLIFTING.

2. Secondary:--

a. On Tuesday, 81 04 07, I attended at a Gr 12 FAMILY STUDIES class and delivered a lecture on RAPE. I also showed FILMS on the subject..

i. BEWARE THE RAPIST
ii. RAPE..A PREVENTATIVE ENQUIRY

b. On Friday, 81 04 10, I attended two General Business 12 classes and delivered the same lecture on RAPE. I also showed the same two films.

c. On Wednesday, 81 04 22, I attended the same GB 12 class after I had arranged for a presentation by the Chief-Constable's Executive Officer, Insp. N LARKIN. He spoke on the POLICE ACT where it pertains to internal discipline and specifically the procedure for complaints made under this act.

(B) ACTIVITIES

This month my activities have been restricted because of criminal investigations and one week of Spring Break where I was transferred to the Patrol Division (tm 32). However, I have remained as a coach in Track and Field and have attended 3 track meets as an official.

VANCOUVER POLICE DEPARTMENT

BUREAU OF SUPPORT SERVICES
DIVISION

NCO i/c SCHOOL LIAISON

DATE 81 05 01

SUBJECT: MONTHLY REPORT (April 1981)

(C) INTERVIEWS

1. On Wednesday, 81 04 01, I spoke to one student....

....regarding his participation in a "kidnapping" of a teacher, as part of an April Fool prank. was missing from the school during the entire afternoon. The Vice-Principal, asked for my participation after he became concerned over the the method of the prank where lives were possibly in danger over the operation of a motor vehicle, in which and others were riding. was told that his prank had caused great concern for safety and that police were looking for the above vehicle and that et al, had put themselves in a position where, if they were apprehended, they could have been arrested. He agreed that their action was more than indescreet and he agreed never to participate in such a prank again,

2. On Wednesday, 81 04 08, I was advised by the principal of SCHOOL that one of his female students had been the victim of a sexual attack. He said that the parents of the victim were very upset at the police response to their daughter's incident. They felt that the police had led them to believe that there was little or nothing the police could do to find the person(s) responsible for the attack. the Principal, asked me to attend at the victim's home and explain the progress of the police investigation to them.

This was done and the family is now satisfied that everything possible was being done at the time. Since that time FIVE suspects were arrested and three have been charged with Attempted Rape: The other two are being subpoenaed as Material Witnesses. (Case 81 19975)

3. On Friday, 81 04 24, I was advised by the principal of SCHOOL that there was a reported B&E at his school during the previous weekend. At that time he asked me to participate in the interview of a boy suspected to be involved in that incident. He introduced me to the following pupil..

VANCOUVER POLICE DEPARTMENT

BUREAU OF SUPPORT SERVICES
DIVISION

NCO i/c SCHOOL LIAISON DATE 81 05 01

SUBJECT: MONTHLY REPORT

In that interview said that he lied to the policeman who first investigated the incident. He said that he told the PC that his name was He said that the policeman did not ask his surname. He said that he found another boy inside the gymnasium of the school. He said that the boy's name was ??". He said that he went inside the gym to get the other boy out but he maintains that he was not party to the offence and does not hang around with the He said that there was a second boy inside and he is a student at the school. He will advise the Principal, , when he again sees the boy.

4. On Monday, 81 04 27, I was instructed by a counsellor, , that one of her former students was in some family difficulty. This led to a telephone interview with A copy of the ensuing report is attached. Information was forewarded to RCMPolice (Richmond Det).and to our missing persons detail.

(D) INVESTIGATIONS

1. There has been an ongoing problem around the school involving young men aged from 19 - 25 yrs where they are arriving at the school attempting to entice female students to come with them probably for sex. These men are all East Indian or,at least, of East Indian origin. Information reports have been forewarded to Patrol South, tm 32, and to the East Indian Liaison Unit. Most of the men are known to the EILU.

   A female, East-Indian student, a member of the school Students' Council, said that she had been followed to school by a vehicle containing the same group of men and asked if there was anything that could be done to discourage them.

   She offered the assistance of her family, who are prominant spokespersons in the East Indian Community. The activities of of this group is an embarassment to that community and they are anxious to have this activity suppressed. (Information reports attached)

2. On Wednesday, 81 04 08, I became involved in the investigation of a sexual attack on an 11yr old Gr 6 student at was allegedly attacked by 5 men in a white van that was in the area carrying Vacuum Cleaner Salesmen. All of the 5 men have been identified and 3 have been charged.

MJH

VANCOUVER POLICE DEPARTMENT

BUREAU OF SUPPORT SERVICES

DIVISION

TO: NCO i/c SLO DATE:

SUBJECT:

3. On Wednesday, 81 04 22, I submitted a follow up report to a B&E that occured at the school in FEBRUARY. (81 11970--and--81 15522). This report contained the list of stolen property taken in the B&E.

4. On the same day I received information from a former student that may have provided information regarding the identity of a suspect in two B&E's reported over the Spring Break. (81 20976 and 81 121215). A tm 32 unit was advised of the information and it was dispatched to the suspect's home in the hope of finding the suspect vehicle. Nothing was found. On the following morning I attended at the home and found the vehicle in question. However, I am now satisfied that the suspect named in the report is not responsible for the B&E. It would appear, though, that the original informant may be more of a suspect as he knew more about the theft than he should.

5. On the same day, at 1415 hrs, I investigated a MALICIOUS FALSE ALARM pulled by a student at SCHOOL at 1220 hours the same day. an 18yr old female, had several reasons for her pulling the alarm, but none good enough to really explain her action. (Report attached--VFD advised)

6. On Tuesday, 81 04 28, an MVI occured in the 1800 blk E 49th, where a student was struck down while he was participating in a PE class. The School Vice-Principal asked for my attendance to take a report. (this is attached)

7. On Thursday, 81 04 30, I was asked to attend at the home of a student who had allegedly locked his smaller sisters in a room at home and was out of control, according to his mother. The boy's counsellor, , also notified MHR, and he attended at the home as well andwill assist the family in their problems. (copy of report attached.)

(E) ARRESTS

1. On Wednesday, 81 04 15, at 1430 hrs, I was asked by Dets SIEMS and CAMPBELL to attend at the home of a suspect in the A/RAPE of the 11 yr old student from I subsequently arrested the following person...

VANCOUVER POLICE DEPARTMENT

BUREAU OF SUPPORT SERVICES

DIVISION

TO: DCO i/c SLO DATE:

SUBJECT:

23yrs

Copies of the report are attached to this report.

In the month of MAY '81 I intend to present a lecture and demonstration to the Gr 7's at all schools on EXPLOSIVES AND EXPLOSIVE DEVICES.

On Wednesday, 81 04 06, I will be appearing as a guest speaker to a group ofParents of Pre-Schoolers at . The subject matter will be Child Molesting. This will occur at 2030 hrs on that date. (Mrs. Singme POMQUIST 324 6680)

VANCOUVER POLICE SCHOOL LIAISON PROGRAM

P.C. = 059 Partner

Month April, 1981

Windermere Secondary School

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1 Grenfell Gr. VI's Eileen Corbett Home Windermere	2 Renfrew Grade VI's Windermere	3 Gr. IX's Room 202 12:30 Meeting Windermere	4 WEEKLY LEAVE
WEEKLY LEAVE	6 School Liaison Officers Meeting Windermere	7 Team Policing Day	8 St. Mary's Gr. VI St. Jude Gr. VI Windermere	9 Nootka Special Class Joyce Centre Windermere	10 Children's Foundation Renfrew Com. Centre Windermere	11 WEEKLY LEAVE
WEEKLY LEAVE	13	14	15	16	17	18 WEEKLY LEAVE
WEEKLY LEAVE	20 SPRING BREAK	21 Graham Bruce Gr. VII's Van. Res. Board Mtg. Windermere	22 Norquay Gr. VII's Windermere	23 Grade X's Windermere	24 Grade X's Windermere	25 WEEKLY LEAVE
WEEKLY LEAVE	27 School Liaison Officers Meeting Windermere	28 Nootka Gr. VII's St. Mary Gr. VII's Windermere	29 Grenfell Gr. VII's St. Jude's Gr. VII's Windermere	30 Renfrew Gr. VII's Windermere		

PATROL — TM 3B

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VANCOUVER POLICE SCHOOL LIAISON PROGRAM

P.C. # 165 - DE PASSEY

Month April

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1 KITS GENERAL Gordon KITS	2 Henry Hudson KITS	3 KITS	4
	MAGEE KITS	7 MAGEE KITS	8 BAYVIEW KITS	9 FALSE CREEK KITS	10 KITS KITS	11
	14 SPRING	15 BREAK	16	17	18	
	21 32 KITS	22 Lord TENNYSON KITS	23 GENERAL Gordon KITS	24 St. Augustine KITS	25 KITS KITS	26
	28 32 KITS	29 KITS KITS	30 St Augustine KITS	31 Lord Roberts Lord Roberts		

- 26 -

33

32

APPENDIX B

CRIME STATISTICS

CRIMINAL ACTIVITIES ON SCHOOL GROUNDS

One of the goals of the Police Liaison Officer Program is crime prevention. To assess the impact which the Program may have had upon juvenile criminal activities, the incidence of criminal activities on school grounds for the years 1969 through 1980, inclusive, were obtained through the Planning, Research, and Inspections Section of the Vancouver Police Department (V.P.D.). Those crime data were categorized for each school in Vancouver by the following criminal activities: Mischief, Willful Damage, Theft, Burglary, and Other.

Evaluation and Research Services at the Vancouver School Board then compiled that data for each secondary school and for the respective "feeder" elementary schools. For the purpose of this report, a "feeder" elementary school is one which is visited by the same Police Liaison Officer as visits a particular secondary school. "Feeder" serves as a label of convenience.

STATISTICAL ANALYSIS

Each criminal activity (mischief, willful damage, theft, burglary, and a summative score based on all five categories selected by the Police Department) was analyzed separately for each secondary school and each cluster of feeder schools. King George and Prince of Wales were excluded from the statistical analysis. They do not have their own officer but do have a modified program as officers from other schools visit them on an irregular basis. University Hill was also excluded because crimes committed at University Hill are reported to the R.C.M.P. and not to the V.P.D.

The data were analyzed using a regression model analysis of covariance (least-squares solution). The maximal method was used to determine which terms should be included in the regression model. The major property of the maximal method is its conservatism. When a term is judged to be significant by the maximal method, there is nothing else present in the full model that could remove that significance. On the other hand, a lack of significance could mean that there really is no significant difference or that there is another term that could explain the difference. In short, the maximal method is a very stringent method of assessing statistical significance.

The model used here was a 15 X 12 X 2 analysis of covariance with five covariates. The three terms were school (with 15 different secondary schools or, in the case of the elementary schools' analyses, 15 different clusters of feeder schools), year (with the 12 years from 1969 to 1980, inclusive), and program (whether there was or was not a program at any school or cluster of schools during any year). The covariates were (a) secondary enrolment, (b) percentage of individuals in the secondary school catchment area who did not speak English as a mother-tongue, (c) percentage of individuals in the secondary school catchment area who were in the labour force, (d) percentage of individuals in the secondary school catchment area for whom a man was the head of the household, and (e) percentage of individuals in the secondary school catchment area who owned their own home. The information

for the covariates was furnished by Facilities Services (Vancouver School Board) and was obtained from yearly enrolment records for the month of September and from census figures. Two other variables, the number of parks in the secondary school catchment area and the number of years that the Police Liaison Officer Program was in effect, had to be dropped from the analyses because they were confounded with other terms in the model (e.g., the number of parks was just another way of identifying a school or vice versa).

SECONDARY SCHOOLS

The relative rise and fall of overall crimes over the years are illustrated in Figure 1. These graphs were constructed by taking the average incidence of overall crime during the years 1969, 1970, and 1971 (when no school had a Police Liaison Officer) as the baseline (100%) and then determining the percentage increase or decrease for each year. The dark line remains the same in all six graphs as it represents the crime statistics of the four comparison schools (those schools still without the Program). The dotted line represents schools with the PLP and a separate graph is drawn on the basis of the starting date of the Program. For example, the upper left-hand graph contrasts the crime statistics for schools starting the Program in 1972 with those that have never had the Program. The vertical dashed line represents the year the Program started.

A summary of the statistical results for secondary schools is shown in Table I. School was a significant factor for mischief, willful damage and theft. However, Tukey's multiple range tests failed to find significant differences among the schools. This is a statistical phenomenon that we can expect to occur in light of the large number of levels (15) of our school factor. The analysis of covariance tests all those levels at once while the multiple range test contrasts each of the 15 levels one at a time with each other. The multiple range test thus loses some power and may fail to discover individual significant differences despite a significant overall *F*-ratio.

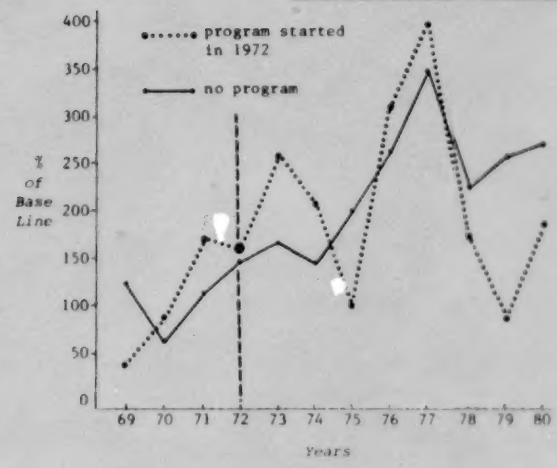
Year was a significant factor for theft, burglary and overall crimes. The multiple range test failed to find significant differences for burglary. More thefts were reported in 1979 than in either 1971 or 1974 (7.8 thefts vs. 1.3 and 2.1 thefts, respectively). More crime overall was reported in 1977 (16.1 crimes) than during any of the years from 1969 to 1974 (range was 6.3 to 8.9 crimes). For both theft and overall crimes, the predicted values (those adjusted in light of the covariates) were similar to the observed values (unadjusted or raw means) largely because the covariates were nonsignificant.

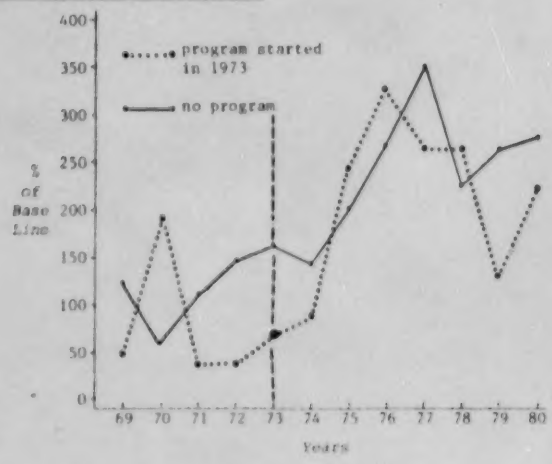
The existence of a Program had no demonstrable effect. There were a few indicators that the existence of a program modified the crime rates for certain years or in certain schools, but none of these trends attained statistical significance.

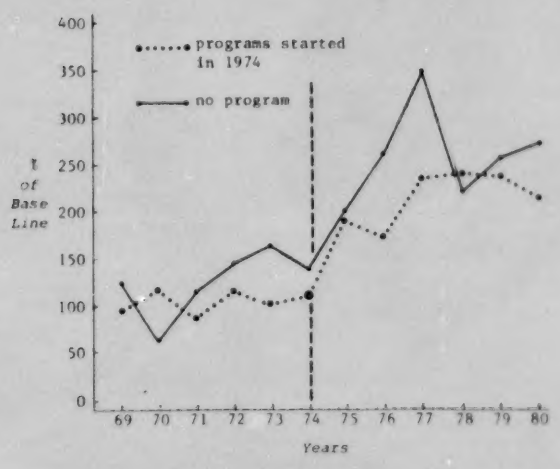
FIGURE 1

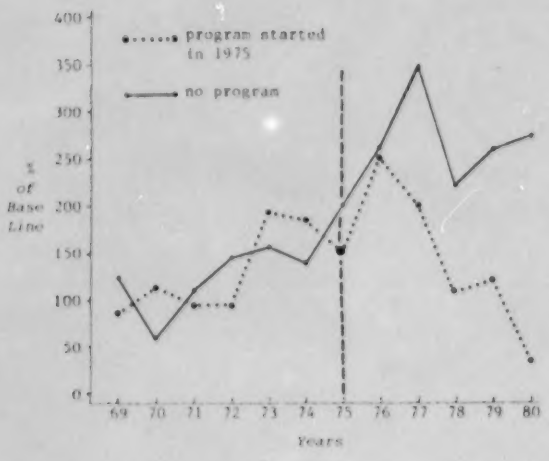
COMPARISONS OF CRIME REPORTS BY SECONDARY SCHOOLS

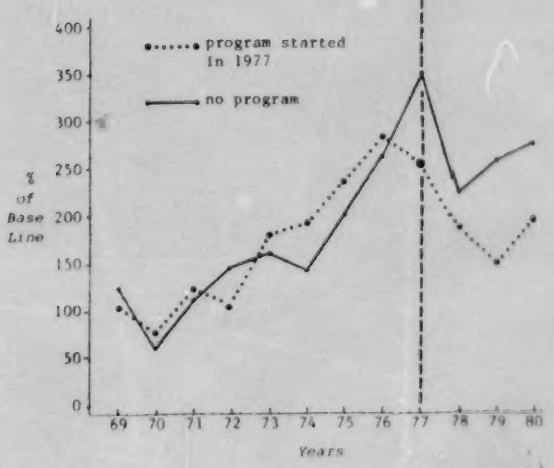
WITH AND WITHOUT A SCHOOL LIAISON OFFICER











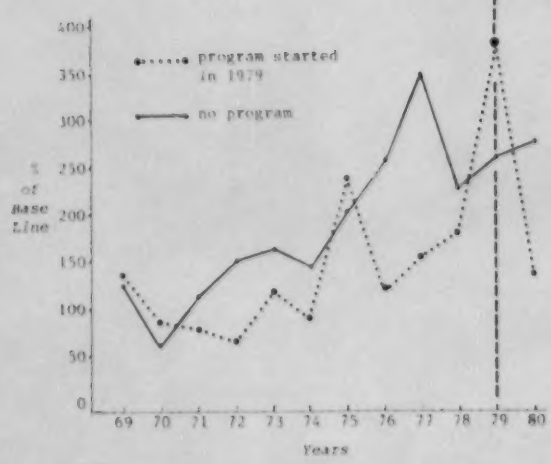


TABLE I

STATISTICAL RESULTS OF THE ANALYSIS OF COVARIANCE OF THE CRIME DATA FOR SECONDARY SCHOOLS

Source	df[a]	F-Ratio For Dependent Variable: Mischief	Willful Damage	Theft	Burglary	Overall Crimes
School	14	1.77*	2.42**	1.84*	1.62+	1.15
Year	11	1.39	1.25	3.07**	2.27*	2.78**
Program	1	0.24	0.17	1.70	0.04	0.91
School X Program	10	0.59	1.15	1.32	1.78+	1.65+
Year X Program	8	1.75+	1.75+	0.13	0.78	0.40
Covariates						
Enrolment	1	5.31*	1.11	1.12	0.26	0.10
% Non-English Mother Tongue	1	0.40	0.14	0.13	0.77	0.79
% In Labour Force	1	0.52	0.10	0.01	2.50	0.80
% Male Head of Household	1	0.95	0.75	1.08	0.38	0.74
% Own Home	1	0.54	2.98+	0.47	0.77	1.07
All Covariates	5	1.66	1.13	0.60	0.88	0.63

[a] the degrees of freedom for the denominator is 130

+ $.05 < p < .10$

* $.01 < p \leq .05$

** $p \leq .01$

In all the analyses, only one covariate, enrolment, had a significant impact and that was only for the crime of mischief. The regression coefficient was -0.002.[13] This coefficient indicates that large enrolments are associated with lowered incidence of reported mischief.

ELEMENTARY SCHOOLS

The relative incidence of overall crimes in the elementary feeder schools is shown in Figure 2. These graphs were constructed in the same manner as those in Figure 1. Summary statistics for the feeder elementary schools are shown in Table II.

School (here a label of convenience for a cluster of elementary schools "feeding" the secondary school) is a significant factor for all variables but mischief. Multiple range tests failed to detect individual differences for all variables except willful damage. Because two covariates are related to willful damage, the predicted means are far different than the observed means. One school which has the Program attained an observed mean of 2.1 reports of willful damage (per year). It was predicted that if that school was equated with all the other schools on the basis of the covariates it would have a mean of 17.1 reports of willful damage. This school was significantly different than School X (has no Program; observed mean = 1.5; predicted mean = -2.9), School Y (has the Program; observed mean = 0.8; predicted mean = -6.9), and School Z (has no Program; observed mean = 0.8; predicted mean = -5.2).

Year was a significant factor for theft and overall crimes. More thefts were reported (a) in 1977 (4.5 thefts) than in 1969 through 1974 or in 1976 (range = 0.9 - 1.9 thefts), (b) in 1979 (4.1 thefts) than in 1969 through 1972 or in 1974 (range = 0.9 - 1.5 thefts), and (c) in 1978 (3.6 thefts) than in 1971 (0.9 thefts) or 1974 (1.4 thefts). More crime overall was reported in 1979 (14.7 reports) than in either 1969 (10.3 reports) or in 1971 (9.8 reports). For both theft and overall crimes, the predicted values were similar to the observed values reported above.

Program had no impact on its own. There was a significant School X Program Interaction for overall crimes; but the multiple range test failed to find significant individual differences. Program also interacted with Year for Mischief and subsequent multiple range tests revealed that schools with the Program in 1979 reported more mischief (3.6 cases) than did schools with the Program in 1975 (0.2 cases).

Two covariates had significant impacts on the crime data. The regression coefficient for percentage of individuals speaking a non-English mother-tongue was -0.52 for willful damage. A higher incidence of people speaking a non-English mother-tongue was associated with fewer reports of willful damage. The regression coefficient for percentage of individuals owing their own home was -0.55. for theft. In areas where more people owned their own homes, less theft was reported.

The existence of a Program had no demonstratable effect. Although two significant interactions were found with the program variable, more detailed analyses failed to indicate that the PLP had an impact on crime statistics.

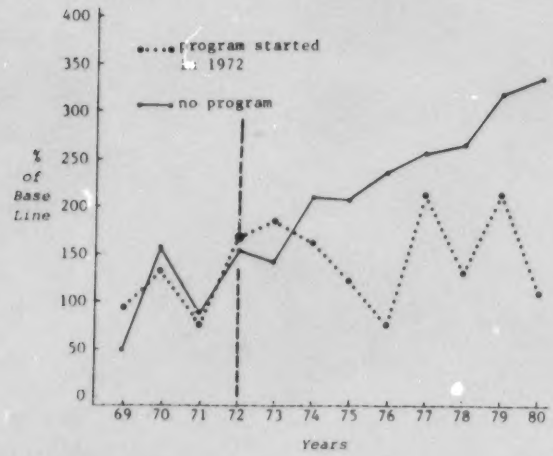
---

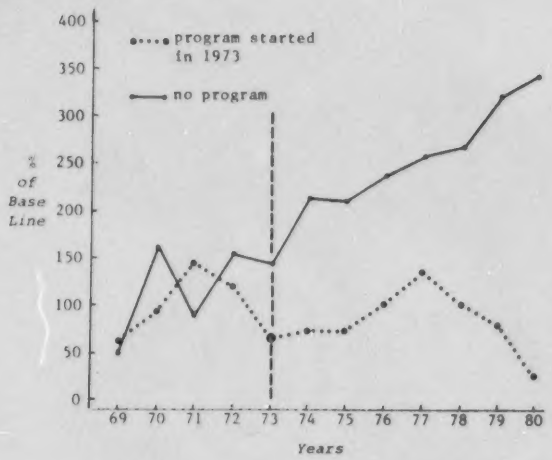
13. A regression coefficient is not the same as a reliability coefficient. The magnitude of the coefficient (which can be easily changed by changing the unit of measure) is less important than its significance and its sign.

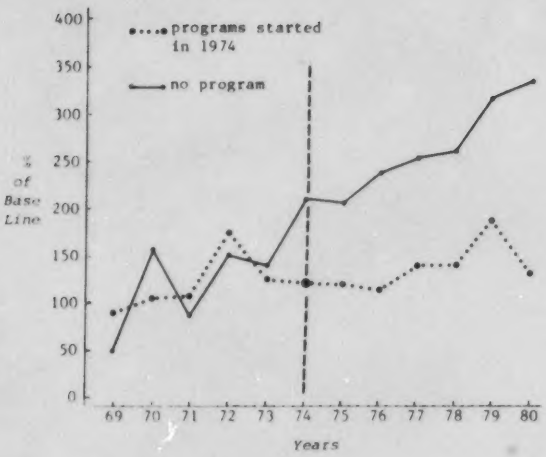
FIGURE 2

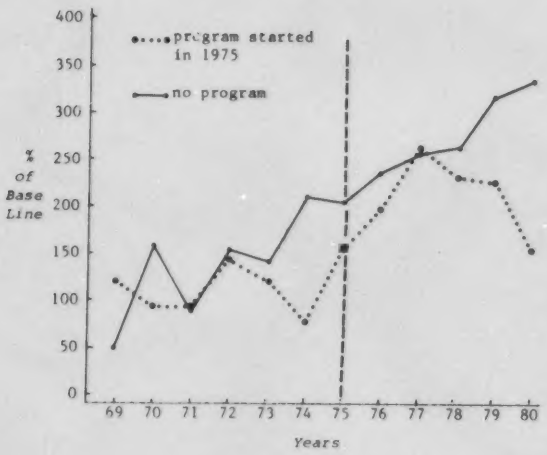
COMPARISONS OF CRIME REPORTS BY ELEMENTARY SCHOOLS

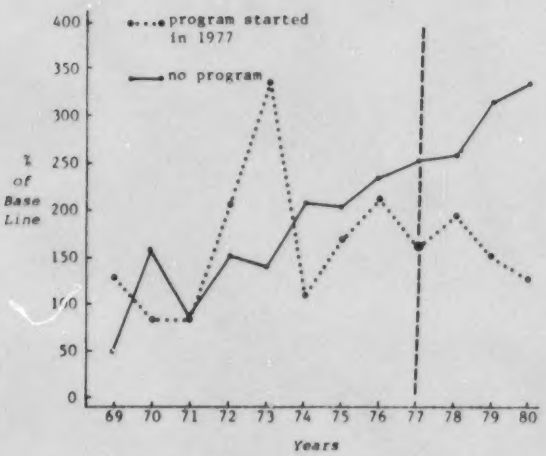
WITH AND WITHOUT A SCHOOL LIAISON OFFICER











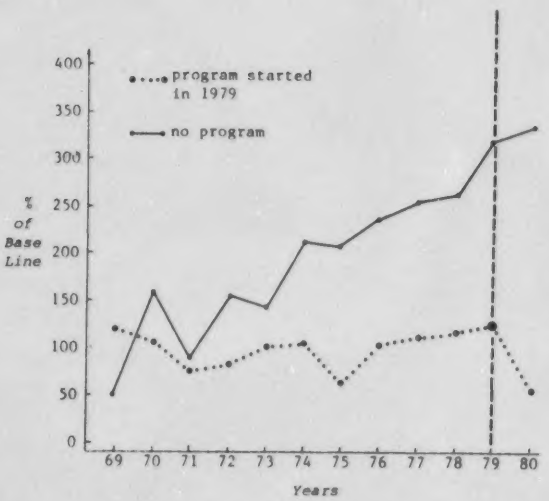


TABLE II

STATISTICAL RESULTS OF THE ANALYSIS OF COVARIANCE OF THE CRIME DATA FOR ELEMENTARY SCHOOLS

Source	*df*[a]	F-Ratio For Dependent Variable: Mischief	Willful Damage	Theft	Burglary	Overall Crimes
School	14	1.50	3.76***	2.87***	3.82***	6.93***
Year	11	1.79^{+}	0.49	4.77***	1.18	2.77**
Program	1	1.12	3.31^{+}	0.26	1.30	2.28
School X Program	10	1.22	1.64	0.74	1.76^{+}	2.45*
Year X Program	8	2.06*	0.49	0.87	1.43	0.59
Covariates						
Enrolment	1	0.01	0.80	3.40^{+}	0.01	3.38^{+}
% Non-English Mother Tongue	1	0.12	10.11**	1.74	0.12	1.98
% In Labour Force	1	0.29	2.75^{+}	0.00	1.34	0.01
% Male Head of Household	1	0.07	0.24	2.43	0.23	0.42
% Own Home	1	0.00	0 98	4.47*	0.71	0.85
All Covariates	5	0.08	2.38*	2.14^{+}	0.41	1.22

[a]The degrees of freedom for the denominator is 130

$^{+}.05 < p < .10$

$^{*}.01 < p < .05$

$^{**}.001 < p \leq .01$

$^{***}p \leq .001$

VALIDITY OF THE CRIME STATISTICS

A major issue is the validity of the crime data used in this report. Remember, it is based on reports made to the Vancouver Police Department of criminal activities perpetrated on school grounds. One issue raised was whether all the crimes committed were really reported to the V.P.D. To help determine this, the incidence of willful damage, mischief, theft, and burglary as reported to the V.P.D. in 1980 by secondary schools was contrasted with the incidence of vandalism, theft, and breaking and entering as reported to the Vancouver School Board in 1980 by those same schools. The average incidence of those crimes reported to the V.P.D. was 10.47; the average reported to the School Board was 10.13. A Pearson correlation between the two reports produced an r of .48. This is a moderate correlation indicating a relationship between the incidence of crimes reported to the police and the incidence reported to the School Board. However, that relationship is far from perfect. One school, for an extreme example, reported six cases of willful damage, mischief, theft and burglary (combined) to the V.P.D. but then reported 22 cases of similar activities to the School Board for that same year. Those figures should be almost identical. Despite a few extreme cases, the average discrepancy per school between reports to the V.P.D. and reports to the School Board was less than one criminal activity for the year; the modal difference was one more crime reported to the V.P.D. than to the School Board. The difference in the reports to the V.P.D. and to the School Board was nonsignificant ($t[14] = 0.21$). Overall, the reports of criminal activities to the V.P.D. is fairly representative of the reports submitted to the School Board.

Another important question to answer is whether schools with the Program report criminal activities differently than those without a Program. While there is no direct evidence, there is reason to suspect a difference. Some schools, as is evidenced by our extreme example above, just do not file police reports when a criminal act has occurred. A recent act of vandalism resulting in several hundreds of dollars damage went unreported. The reason was that it was just one thing to deal with in the school out of so many more important things. People do not want to invest the extra time in consideration of the tendency for culprits not to be apprehended by the police anyway. However, if a police officer were actually visiting (or assigned to) a school the chances of a criminal act being reported are enhanced. It would be easier to report the crime with an officer on the grounds or the officer might persuade the principal to report it, etc. Thus one could expect a more accurate and complete set of reports from schools with the Program. Any effect the PLP would have on real activities would be offset by this more accurate and complete reporting of criminal activities.

That the crime statistics are dependent on the schools reporting the crimes as well as on the actual incidence of crime is supported by Figure 1. It is no coincidence that the overall crime rate appears to peak between 1976 and 1977. This is a time when the School Boared hired a School Legal Assistant who formalized the reporting of criminal activities to the School Board and who encouraged the schools to report all such activities to the police.

A final note concerning the validity of the crime statistics is that it has been implicitly assumed that a criminal activity committed at any secondary school or one of its respective elementary feeder schools has been perpetrated by a student from that secondary school or one of its feeder schools. That is, we have equated a criminal activity at any school with a crime committed by a student in that school. This assumption may be false. Due to inter-school rivalries, some vandalism committed at a school with the PLP may be committed by students from a school without the PLP. The crime, however, would have been counted "against" the Program school in this report. Such a problem would be more common to secondary schools than to elementary schools. In some cases, adults who are not and never have been a secondary student at a particular school have been identified as suspects in cases of theft or burglary. Such acts would have been counted "against" the school in this report even though no student at that school was involved. There are cases where students in one district have vandalized a school in another district. In sum, one must exercise extreme caution in interpreting the results for criminal activities committed on school grounds as they may be very poor indicators of the efficacy of the Police Liaison Officer Program.

A more valid indicator might be the assessment of criminal activities in which a suspect is charged and convicted. One could then determine the incidence of criminal activities for individuals who have gone to a school with a Program versus the incidence of such activities for individuals who have gone to a school without a Program. This was impossible to do for this report due to time constraints and possible legal difficulties in obtaining such information.

CONCLUSION OF CRIMINAL ACTIVITY RESULTS

At the request of the Vancouver Police Department's Planning, Research, and Inspections Section, the Vancouver School Board's Evaluation and Research Services analyzed data pertaining to criminal activities committed on school grounds between 1969 and 1980, inclusively. Using the most stringent test available, there was no evidence that the PLP made a significant impact on criminal activities committed on school grounds. Several limitations in trying to interpret these results as lack of evidence that the PLP is efficacious are:

(a) idiosyncrasies among schools in the reporting of criminal activities to the V.P.D.

(b) possibility of more accurate and complete reporting in schools with a Police Liaison Officer

(c) that crimes committed on the school grounds of one school (and counted "against" that school in this analysis) might actually have been committed by students from another school or even by nonstudents

The results of this analysis should not be misinterpreted. The existence of a Police Liaison Officer Program does not significantly affect the number of criminal activities perpetrated on school grounds and reported by the school to the police. The crime statistics used are not the optimal indicators of the program's efficacy. They were the best available at the time considering the constrictions imposed on this study.

APPENDIX C

SAMPLE QUESTIONNAIRES

SCALE OF ATTITUDES TOWARD THE POLICE

FOR ELEMENTARY STUDENTS

DIRECTIONS

The following are some statements people sometimes say about the police. Please read each statement and tell us by checking the box whether you think it is true or not true for Vancouver police.

I. a. Police keep the city "good".	1. ☐ True	2. ☐ False
b. Police accuse you of things you didn't do.	1. ☐ True	2. ☐ False
c. The police are stupid.	1. ☐ True	2. ☐ False
d. Police protect us from harm.	1. ☐ True	2. ☐ False
e. Police try to help you when in trouble.	1. ☐ True	2. ☐ False
f. Police are mean.	1. ☐ True	2. ☐ False
g. The police offer money to tell on kids.	1. ☐ True	2. ☐ False
h. Police use clubs on people for no reason.	1. ☐ True	2. ☐ False
i. The police keep peace and order.	1. ☐ True	2. ☐ False
j. Without policemen there would be crime everywhere.	1. ☐ True	2. ☐ False
k. You can rely on police in times of stress.	1. ☐ True	2. ☐ False
l. Police are dedicated people.	1. ☐ True	2. ☐ False
m. Police try to act big shot.	1. ☐ True	2. ☐ False
n. The police are always mad at kids.	1. ☐ True	2. ☐ False
o. Police help me to help myself.	1. ☐ True	2. ☐ False
p. Police represent trouble instead of help.	1. ☐ True	2. ☐ False

q. Police are brave people. 1. ☐ True 2. ☐ False

r. Police are protective of our country. 1. ☐ True 2. ☐ False

s. Police don't give you a chance to explain. 1. ☐ True 2. ☐ False

t. Police get smart with you when you ask a question. 1. ☐ True 2. ☐ False

II. How often have you talked to the police (other than the police liaison officer in your school if you have one) during this school year?

EVALUATION OF THE SCHOOL/POLICE LIAISON PROGRAM

ELEMENTARY STUDENTS

A. Did you know that your school has a police liaison officer (i.e., a police officer who often comes to your school)?

1. ☐ YES
2. ☐ NO

B. Has the police officer come into your class to teach you about safety, emergencies, or crime?

1. ☐ YES
2. ☐ NO

C. How many times has the police officer come into your classroom this school year to teach you? _____

D. Has the officer ever talked to you outside of class - maybe in the hallway, the schoolyard, or the gym?

1. ☐ YES
2. ☐ NO

E. If the officer has talked to you, was it because you did something bad?

1. ☐ YES
2. ☐ NO

F. Have you ever asked the police officer to help you with a problem you were having?

1. ☐ YES
2. ☐ NO

G. Do you like the police officer at your school?

1. ☐ Yes, very much
2. ☐ Yes, a little
3. ☐ No, not very much
4. ☐ No, not at all
5. ☐ Don't know him or her

H. Do you like other police officers?

1. ☐ Yes, very much
2. ☐ Yes, a little
3. ☐ No, not very much
4. ☐ No, not at all

I. Would you like to have the police officer come into your class

1. ☐ more often?
2. ☐ less often?
3. ☐ about as often as he or she has been?

SCALE OF ATTITUDES TOWARD POLICE
FOR SECONDARY STUDENTS

DIRECTIONS:

Will you please mark what you think about the following statements. You need not write your name anywhere.

Read sentence number 1 below. Consider the extent to which you agree or disagree with it. Then circle the letters after it that tell how you feel. The letters mean:

SA - Strongly Agree	TD - Tend to Disagree
A - Agree	D - Disagree
TA - Tend to Agree	SD - Strongly Disagree

Consider each of the following sentences the same way. Please note and remember that by police or policeman we mean any law enforcement officer, whether he/she is a city policeman, Royal Canadian Mounted Police (R.C.M.P.) or highway partrolman.

1. I feel policemen are easy to get along with.

SA A TA TD D SD

2. Policemen use their badges as an excuse to rough people up.

SA A TA TD D SD

3. I trust policemen.

SA A TA TD D SD

4. Policemen feel they are immune to the law.

SA A TA TD D SD

5. I don't believe that policemen are isolated from the rest of society.

SA A TA TD D SD

6. Policemen like to hassle young people.

SA A TA TD D SD

7. Most policemen are tolerant and open-minded.

SA A TA TD D SD

8. I think that policemen are suspicious of everyone.

SA A TA TD D SD

9. Policemen would make good friends.

SA A TA TD D SD

10. Policemen are out of touch with reality.

SA A TA TD D SD

11. Most policemen don't deserve the reputation they have.

SA A TA TD D SD

12. Most policemen try to act as if they are better than me.

SA A TA TD D SD

13. I think the police do a lot of good.

SA A TA TD D SD

14. Policemen use too much physical force as far as I am concerned.

SA A TA TD D SD

15. Policemen would understand my problems.

SA A TA TD D SD

16. I prefer to stay away from policemen even when they are off duty.

SA A TA TD D SD

BACKGROUND:

17. How often have you had contacts with the police (other than the police liaison officer at your school if you have one) during this school year?

_____

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EVALUATION OF THE SCHOOL/POLICE LIAISON PROGRAM

SECONDARY STUDENT QUESTIONNAIRE

A. Did you know that your school has a police liaison officer?

1. ☐ Yes 2. ☐ No

B. Do you know where the police liaison officer's office in the school is located?

1. ☐ Yes 2. ☐ No

C. What do you feel is the role of the police liaison officer in your school?

_____

_____

_____

_____

D. Please indicate how often you have had contacts with the police liaison officer in your school during this school year -

	Never	Once or twice	Three or four times	Five or more times
i. for personal reasons?	☐	☐	☐	☐
ii. in your classroom?	☐	☐	☐	☐
iii. during extracurricular activities?	☐	☐	☐	☐
iv. for other reasons?	☐	☐	☐	☐

(please specify) _____

_____

E. Were the above contact for "personal reasons" or "other reasons" usually

i. 1. ☐ initiated by you? or 2. ☐ initiated by the police officer?

ii. 1. ☐ because you were asking for assistance? or 2. ☐ because you were in trouble?

F. Do you like the police liaison officer at your school?

1. ☐ Yes, very much
2. ☐ Yes, a little
3. ☐ No, not very much
4. ☐ No, not at all
5. ☐ Don't know him or her so I can't say

G. Would you like to have contact(s) with the police liaison officer

1. ☐ more often than now?
2. ☐ less often than now?
3. ☐ just as often as now?

H. Do you feel that having a police liaison officer in the school has improved

	Yes, a lot. 1	Yes, a little 2	No, not very much 3	No, not at all 4
i. the understanding of the students about the role of the police in the community?	☐	☐	☐	☐
ii. the relationship between the students and the police?	☐	☐	☐	☐

I. Other comments you would like to make about the school liaison officer:

_____

_____

_____

_____

EVALUATION OF THE SCHOOL/POLICE LIAISON PROGRAM

ELEMENTARY TEACHER QUESTIONNAIRE

A. What is/are the grade level(s) of your students? _____

B. How often during the current school year has the police liaison officer spoken to your class in a formal or semi-formal lecture format? _____

_____

C. If he/she has spoken to your class, has it been (please check one)

1. ☐ on an invitational basis?
2. ☐ on a regular basis?
3. ☐ on both a regular and invitational basis?

D. On which of the following topics has he/she presented a formal or semi-formal lecture this school year? (Please check as many as are appropriate.)

1. ☐ A Policeman is Your Friend
2. ☐ Safety Rules
3. ☐ Slide Safety Presentation
4. ☐ Strangers
5. ☐ Emergency Use of the Telephone
6. ☐ Hazardous Symbols
7. ☐ Street Safety
8. ☐ Vandalism
9. ☐ Bicycle Safety
10. ☐ History of Vancouver Police Department
11. ☐ Theft/Shoplifting
12. ☐ Why We Have Laws
13. ☐ Crime Detection

14. ☐ Bicycle Safety

15. ☐ Bicycle Safety Clinic

16. ☐ Dog Squad

17. ☐ Emergency Situations in School (Drugs, Weapons, Suicide)

18. ☐ Explosive Devices

19. ☐ Mini Bikes

20. ☐ Police-Car Visit

21. ☐ Skateboard Safety

22. ☐ Other (please specify) _____

_____

_____

E. How often during this school year has the police liaison officer visited your class on a friendly informal basis?

1. ☐ Frequently

2. ☐ Sometimes

3. ☐ Rarely

4. ☐ Never

F. How often during this school year have you seen the police liaison officer participate in or attend the following extracurricular activities? (Please use "not applicable" for activities that you yourself did not attend/of which you have no knowledge.)

	Frequently 1	Sometimes 2	Rarely 3	Never 4	Not Applicable 5
i. Sport events	☐	☐	☐	☐	☐
ii. School concerts/ drama nights	☐	☐	☐	☐	☐

	Frequently 1	Sometimes 2	Rarely 3	Never 4	Not Applicable 5
iii. Openhouse/ parents' nights	☐	☐	☐	☐	☐
iv. Fieldtrips	☐	☐	☐	☐	☐
v. Hobby clubs	☐	☐	☐	☐	☐
vi. Dances/social events	☐	☐	☐	☐	☐
vii. School Consultative Committee meeting	☐	☐	☐	☐	☐
viii. Other activities	☐	☐	☐	☐	☐

(please specify) _____

_____

G. During this school year, have you been harassed by any student (e.g., personal threat, verbal abuse, threat/damage to personal property, etc.)?

1. ☐ YES
2. ☐ NO

H. If Yes, what was (were) your response(s)?

1. ☐ I handled it myself.
2. ☐ I sought the advice/assistance of the principal or vice-principal.
3. ☐ I sought the advice/assistance of a counsellor.
4. ☐ I sought the advice/assistance of the police liaison officer.
5. ☐ I sought the advice/assistance of another police officer.
6. ☐ Other (please specify) _____

_____

I. In which way or ways have you made use of the police liaison officer <u>this school year</u>? (Check as many as are appropriate.)

1. ☐ As an advisor
2. ☐ As an enforcer of rules/regulations
3. ☐ As a crime detector
4. ☐ As a crime preventer
5. ☐ To provide a break from regular school activities
6. ☐ Other (please specify) _____

_____

7. ☐ I have not made use of the police liaison officer.

J. Do you feel that having a police liaison officer has improved the understanding of your students about the role of the policeman in the community?

1. ☐ YES
2. ☐ NO
3. ☐ DON'T KNOW

K. Do you feel that having a police liaison officer in the school has improved the relationship between the students and the police?

1. ☐ YES
2. ☐ NO
3. ☐ DON'T KNOW

L. What recommendations would you make for improving upon the police liaison program?

_____

_____

_____

_____

_____

M. Other comments: _____

_____

_____

_____

EVALUATION OF SCHOOL/POLICE LIAISON PROGRAM

SECONDARY TEACHER QUESTIONNAIRE

A. What is your position?

1. ☐ Subject area teacher (which? _____)
2. ☐ Special class teacher (which? _____)
3. ☐ Counsellor
4. ☐ Administrator
5. ☐ Other (please specify _____)

B. How often in the current school year has the police liaison officer spoken to your students as a class in a formal or semi-formal lecture format?

_____

C. On what topic(s), has he/she presented the lecture?

_____

_____

_____

_____

D. How often during this school year has the police liaison officer spoken to your students as a class on an informal basis? _____

E. How often during this school year have you seen the police liaison officer participate in or attend the following extracurricular activities? (Please use "not applicable" when you yourself have not attended or have no knowledge of the activity.)

	Frequently 1	Sometimes 2	Rarely 3	Never 4	Not Applicable 5
1. Sport events	☐	☐	☐	☐	☐
11. School concerts/ drama nights	☐	☐	☐	☐	☐

	Frequently 1	Sometimes 2	Rarely 3	Never 4	Not Applicable 5
iii. Openhouse/ parents' nights	☐	☐	☐	☐	☐
iv. Fieldtrips	☐	☐	☐	☐	☐
v. Hobby clubs	☐	☐	☐	☐	☐
vi. Dances/social events	☐	☐	☐	☐	☐
vii. School Consultative Committee meeting	☐	☐	☐	☐	☐
viii. Other activities	☐	☐	☐	☐	☐

(please specify) _____

_____

F. During this school year, have you been harassed by any student (e.g., personal threat, verbal abuse, threat/damage to personal property, etc.)?

1. ☐ YES
2. ☐ NO

G. If Yes, what was (were) your response(s)?

1. ☐ I handled it myself.
2. ☐ I sought the advice/assistance of the principal or vice-principal.
3. ☐ I sought the advice/assistance of a counsellor.
4. ☐ I sought the advice/assistance of the police liaison officer.
5. ☐ I sought the advice/assistance of another police officer.
6. ☐ Other (please specify) _____

_____

H. In which way or ways have you made use of the police liaison officer this school year? (Check as many as are appropriate.)

1. ☐ As an advisor
2. ☐ As an enforcer of rules/regulations
3. ☐ As a crime detector
4. ☐ As a crime preventer
5. ☐ To provide a break from regular school activities
6. ☐ Other (please specify) _____
   _____
7. ☐ I have not made use of the police liaison officer.

I. Do you feel that having a police liaison officer has improved the understanding of your students about the role of the policeman in the community?

1. ☐ YES
2. ☐ NO
3. ☐ DON'T KNOW

J. Do you feel that having a police liaison officer in the school has improved the relationship between the students and the police?

1. ☐ YES
2. ☐ NO
3. ☐ DON'T KNOW

K. What recommendations would you make for improving upon the police liaison program?

_____
_____
_____
_____
_____

L. Other comments: _____

_____

_____

_____

EVALUATION OF THE SCHOOL/POLICE LIAISON PROGRAM

PRINCIPALS QUESTIONNAIRE

A. Approximately, how many hours per week is the police liaison officer on your school grounds?

_____ hours per week

B. Approximately, how many classes does he or she visit each week?

_____ classes per week

C. How many of the extracurricular activities (e.g., football games, school concerts, open houses) has the police liaison officer attended at your school during this school year?

1. ☐ All of them
2. ☐ Some of them
3. ☐ Few of them
4. ☐ None of them

D. How many times during this school year have you consulted with/sought the advice of/utilized the police liaison officer

	Never	One to three times	Four to six times	Seven or more times
i. in relation to school vandalism?	☐	☐	☐	☐
ii. in relation to problematic students?	☐	☐	☐	☐
iii. on legal matters?	☐	☐	☐	☐
iv. to enforce rules or regulations?	☐	☐	☐	☐
v. for other purposes?	☐	☐	☐	☐

(please specify) _____

_____

E. How often during <u>this school year</u> has the police liaison officer given advice to parents in your school area?

1. ☐ Frequently
2. ☐ Sometimes
3. ☐ Rarely
4. ☐ Never

F. In your perception, how does your staff feel about the police liaison officers?

1. ☐ Very favorable
2. ☐ Somewhat favorable
3. ☐ Somewhat unfavorable
4. ☐ Very unfavorable

G. In your perception, how do the students in your school respond to the police liaison officer?

1. ☐ Very favorably
2. ☐ Somewhat favorably
3. ☐ Somewhat unfavorably
4. ☐ Very unfavorably

H. Do you feel that having a police liaison officer has improved the understanding of your students about the role of the policeman in the community?

1. ☐ YES
2. ☐ NO
3. ☐ DON'T KNOW

I. Do you feel that having a police liaison officer in the school has improved the relationship between the students and the police?

1. ☐ YES
2. ☐ NO
3. ☐ DON'T KNOW

J. How might the police liaison program be improved?

_____

_____

_____

_____

_____

_____

_____

_____

K. Other comments: _____

_____

_____

_____

APPENDIX D

ELEMENTARY STUDENT SURVEY RESULTS

ELEMENTARY STUDENTS WITH AND WITHOUT PLO'S

The attitude survey and question concerning the number of contacts with the police other than the PLO was completed by 1,815 students, 1,424 of whom attended a school that had a PLO and 391 of whom attended a school which did not participate in the PLP. Their mean scores on the attitude survey are presented in Table I.

TABLE I

MEAN SCORES OF THE ELEMENTARY STUDENTS ON THE ATTITUDE SURVEY

Attitude Scores	Elementary Students Having	
	a PLP (n=1052)[14]	No PLP (n=303)*
mean score	17.4	17.1
standard deviation	3.4	3.2

*F(1,1349) = 2.59, not significant.

The attitude toward the police of elementary students in a school with a PLP did not differ significantly from those attitudes of elementary students in schools with no PLP.

A frequency distribution of the number of contacts of the elementary students with police officers other than the PLO and the grouping system for further analysis is presented in Table II.

TABLE II

FREQUENCY DISTRIBUTION OF OTHER POLICE CONTACTS OF ELEMENTARY STUDENTS

Number of Contacts	Elementary Students Having				Levels of Contact
	a PLP (n=1174)		No PLP (n=330)*		
	#	%	#	%	
Never	545	46.2	142	43.0	NONE
One	170	14.4	55	16.7	↑
Two	118	10.0	40	12.1	LOW
Three	73	6.2	21	6.4	↓
Four	31	2.6	8	2.4	↑
Five	47	4.0	12	3.6	HIGH
Six to ten	41	3.5	17	5.2	↓
Eleven or more	28	2.4	11	3.3	
Other response	126	10.7	24	7.3	

*$\chi^2(8) = 8.51$, not significant.

14. The sample sizes reported in each table vary slightly as every student did not respond to every question.

The numbers of contacts with police other than the PLO were similar for students attending schools with a PLP as students with no PLP. When the numbers of contacts were grouped as in Table II, it was found that students with "NONE" or "LOW" contact had significantly higher attitude scores, 17.4 and 17.6 respectively, than did students with "HIGH" contact (attitude score of 16.6)[$F(2,1349) = 6.05, \rho < 0.05$]. When the interaction of having the PLP and the level of contact with "other police" was analyzed, it was found that students who had a PLO did not score significantly differently on the attitudes survey than other students, at each level of contact with "other police". The mean attitude scores are presented in Table III and graphed in Figure 1.

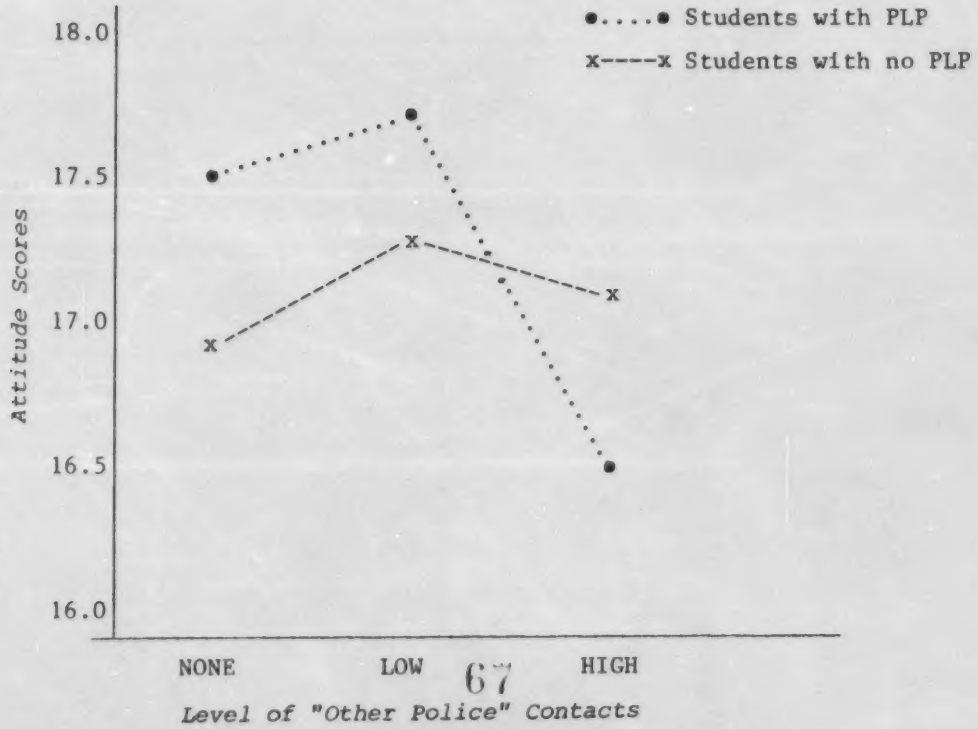
TABLE III

MEAN ATTITUDE SCORES OF ELEMENTARY STUDENTS AT EACH LEVEL OF "OTHER POLICE" CONTACT

Level of "Other Police" Contact	Mean Attitude Scores of Elementary Students Having	
	a PLP	No PLP *
NONE	17.5 (n=544)	16.9 (n=141)
LOW	17.7 (n=361)	17.3 (n=116)
HIGH	16.5 (n=147)	17.1 (n=46)

*$F(2,1349) = 1.87$, not significant.

FIGURE 1: Mean Attitude Scores of Elementary Students Having Different Levels of "Other Police" Contact



ELEMENTARY STUDENTS WITH PLO'S ONLY

Elementary students who attended schools which participated in the PLP were asked several questions concerning their contact with the PLO. The number, percentage and mean attitude scores of the students choosing each response are provided for most of the following questions.

- *Did you know that your school has a police liaison officer (i.e., a police officer who often comes to your school)?*

	Number of Students	Proportion of Students (%) (n=1406)
YES	1191	85
NO	215	15

- *Has the police officer come into your class to teach you about safety, emergencies, or crime?*

	Number of Students	Proportion of Students (%) (n=1408)	Mean Attitude Scores
YES	1182	84	17.4
NO	226	16	17.2

$t(1404.22) = 0.80$, not significant.[15]

- *Has the officer ever talked to you outside of class - maybe in the hallway, the school yard, or the gym?*

	Number of Students	Proportion of Students (%) (n=1406)	Mean Attitude Scores
YES	526	37	17.5
NO	880	63	17.3

$t(1,253.88) = 0.92$, not significant.

- *If the officer has talked to you, was it because you did something bad?*

	Number of Students	Proportion of Students (%) (n=1216)	Mean Attitude Scores
YES	76	6	14.8
NO	1140	94	17.4

$t(79.75) = 4.92$, $p < 0.05$.

---

15. Due to the differences in sample size and standard deviation of the group who responded YES and the group who reponded NO to this and the following two questions, separate variance estimate was used for the t-value and the degrees of freedom.

- *Have you ever asked the police officer to help you with a problem you were having?*

	Number of Students	Proportion of Students (%) (n=1403)	Mean Attitude Scores
YES	235	17	17.7
NO	1168	83	17.3

$t(375.17) = 2.25, p < 0.05$.

It is apparent from these results that about 85% of the elementary students in schools with the PLP were knowledgeable of the PLO and had had a PLO visit their classroom at least once in the past school year (September to April). Thirty-seven percent of the students indicated that they had talked to the PLO outside their classrooms, 6% because they "had done something" bad and 17% had initiated the contact themselves. Students who had talked to the PLO because they "had done something bad" had significantly more negative attitude scores and students who initiated these contacts themselves had significantly more positive attitudes.

Students who had a PLO in their school were asked how much they liked the PLO and how much they liked other police officers. The number and percentage of students who chose each response to the following questions are reported; each student's scaled rating of liking the PLO and liking other officers was correlated with the student's attitude score.

- *Do you like the police officer at your school?*

	Number of Students	Proportion of Students (%) (n=1390)	Scaled Rating	Correlation with Attitude Scores
Yes, very much	681	49	1	
Yes, a little	380	27	2	$r = -0.23$,
No, not very much	60	4	3	$p < 0.05$
No, not at all	28	2	4	
Don't know him/her	241	17		

- *Do you like other police officers?*

	Number of Students	Proportion of Students (%) (n=1365)	Scaled Rating	Correlation with Attitude Scores
Yes, very much	55	40	1	
Yes, a little	637	47	2	$r = -0.50$,
No, not very much	124	9	3	$p < 0.05$
No, not at all	53	4	4	

Approximately three-quarters of the students indicated that they liked the PLO "very much" or "a little", 17% reported that they did not know him or her and 6% indicated that they did not like the PLO. About 13% of the students reported that they did not like police officers generally. When

the results of these two questions were compared statistically, it was found that more students liked the PLO "very much" and more students liked other police officers "a little". Fewer students claimed they didn't like the PLO than claimed they didn't like other police officers [$\chi^2(3) = 107.59$, $\rho < 0.05$]. In each case, the students' liking of the police officers correlated with their attitude scores; the negative "r" values indicated that as the students' liking of police officers decreased, the students' attitude scores also decreased.

The number and percentage of students who indicated each response to the following question are presented; the attitude scores of the students who selected each of the three responses to this question were analyzed.

- *Would you like to have the police officer come into your class -*

	Number of Students	Proportion of Students (%) (n=1381)	Mean Attiude Scores
more often?	1012	73	18.0
about as often?	285	21	16.7
less often?	84	6	14.0

$F(2,1378) = 37.04$, $\rho < 0.05$.

About three-quarters of the elementary students in schools with the PLP reported that they would like to see the PLO in their classroom "more often". The students' attitude scores were significantly different for each response to this question. Students who wanted to see the PLO "more often" had significantly higher attitude scores than those who indicated "about as often" or "less often" and students who indicated they wanted to see the PLO as often had significantly higher attitude scores than students who wanted to see him/her "less often".

The students were asked how many times the PLO had come into their classroom this year to teach them. A frequency distribution of the number of class visits and the grouping system for analysis is presented in Table IV.

TABLE IV

FREQUENCY DISTRIBUTION OF PLO CLASS VISITS

OF ELEMENTARY STUDENTS

Number of Visits	Number of Students	Proportion of Students (%) (n=1375)	Levels of Contact
None	275	20	None
One	577	42	One
Two	388	28	More than One
Three	78	6	
Four	23	2	
Five	18	1	
Six to ten	5	<1	
Eleven or more	1	<1	
Other response	10	1	

The majority of the students (70%) indicated that the PLO had made one or two visits to their class to teach. Twenty percent reported that the PLO had not been to their class and 10% indicated that the PLO had been three or more times. When the interaction of the number of class visits by the PLO and the students' attitudes was analyzed, it was found that the students' attitude did not vary significantly with different levels of contact. The mean scores are reported in Table V.

TABLE V

MEAN ATTITUDE SCORES OF ELEMENTARY STUDENTS AT EACH LEVEL OF PLO CLASS VISITS

Level of PLO Class Visits	Mean Attitude Scores
None	17.6 (n=275)*
One	17.4 (n=577)
Two or more	17.5 (n=513)

*F(2,1362) = 0.34, not significant.

APPENDIX E

SECONDARY STUDENTS SURVEY RESULTS

SECONDARY STUDENTS WITH AND WITHOUT PLO'S

The attitude survey and question concerning the number of contacts with the police other than the PLO was completed by 1,542 secondary students, 936 of whom attended a school that had a PLO and 606 of whom attended a school which did not participate in the PLP. Their mean scores on the attitude survey are presented in Table I.

TABLE I

MEAN SCORES OF THE SECONDARY STUDENT ON THE ATTITUDE SURVEY

Attitude Scores	Secondary Students Having	
	a PLP (n=748)	No PLP (n=467)*
mean score	49.5	45.8
standard deviation	11.2	12.0

*$F(1,1209) = 20.73$, $p < 0.05$.

The attitudes toward the police of the secondary students in a school with a PLO were significantly more positive than those of students in schools without the PLP.

A frequency distribution of the number of contacts of the secondary students with police other than the PLO and the grouping system for further analysis is presented in Table II.

TABLE II

FREQUENCY DISTRIBUTION OF OTHER POLICE CONTACTS OF ELEMENTARY STUDENTS

Number of Contacts	Secondary Students Having				Levels of Contact
	a PLP (n=808)		No PLP (n=530)*		
	#	%	#	%	
Never	461	57.1	228	43.0	NONE
One	114	14.1	81	15.3	↑
Two	78	9.7	53	10.0	LOW
Three	35	4.3	37	7.0	↓
Four	14	1.7	19	3.6	↑
Five	14	1.7	12	2.3	HIGH
Six to ten	19	2.4	25	4.7	
Eleven or more	13	1.6	12	2.3	↓
Other response	60	7.9	63	11.9	/

* $\chi^2(8) = 34.8$, $p < 0.05$.

It would appear that more secondary students in schools without the PLP had more contact with the police other than the PLO than secondary students in schools with a PLO. When the number of contacts were grouped as in Table II, it was found that students with "NONE" or "LOW" had significantly higher attitude scores, 49.5 and 48.2, respectively, than students with "HIGH" contact (40.1)[$F(2,1209 = 33.0, \rho < 0.05$]. When the interaction of having the PLP and the level of contact with "other police" was analyzed, it was found that students with a PLO did not score significantly differently on the attitude survey than other students, at each level of contact. The mean attitude scores are presented in Table III and graphed in Figure 1.

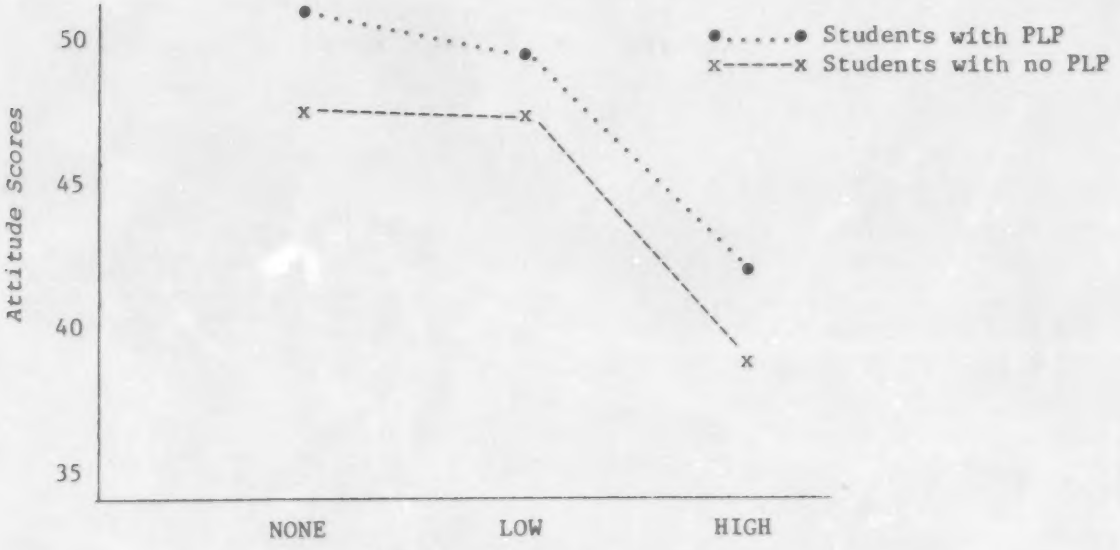
TABLE III

MEAN ATTITUDE SCORES OF SECONDARY STUDENTS AT EACH LEVEL OF "OTHER POLICE" CONTACT

Level of "Other Police" Contact	Mean Attitude Scores of Secondary Students Having	
	a PLP	No PLP*
NONE	50.7 (n=461)	47.1 (n=228)
LOW	49.2 (n=227)	47.0 (n=171)
HIGH	41.8 (n=60)	38.5 (n=68)

*$F(2,1209) = 0.45$, not significant.

FIGURE 1: Mean Attitude Scores of Secondary Students Having Different Levels of "Other Police" Contact



SECONDARY STUDENTS WITH PLO'S ONLY

Secondary students who attended schools which participated in the PLP were asked several questions concerning their contacts with the PLO. The number, percentage and mean attitude scores of students who chose each response are provided for the following questions.

- *Did you know that your school has a police liaison officer?*

	Number of Students	Proportion of Students (%) (n=934)	Mean Attitude Scores
YES	877	93.9	49.5
NO	57	6.1	47.0

$t(931) = 1.63$, not significant.

- *Do you know where the police liaison officer's office in the school is located?*

	Number of Students	Proportion of Students (%) (n=930)	Mean Attitude Scores
YES	477	51.3	49.1
NO	453	48.7	49.6

$t(927) = 0.69$, not significant.

Most of the secondary students (94%) were aware that these schools had a PLO and about half (51%) knew where the PLO's office was located.

The secondary students with the PLP in their schools were asked what they felt the role of the PLO was in their school. Ninety-eight percent of the students responded; the following summarizes their perceptions of the PLO's role:

PLO's Role	Number of Students	Proportion of Students (%) (n=312)[16]
To help students who are/might be/ might get into trouble	72	23.1
To inform students about subjects concerning the law	55	17.6
To keep school in order/under control	46	14.7

16. A sample of one-third of the questionnaires was randomly chosen for analysis of the students responses to the three open-ended questions.

PLO's Role	Number of Students	Proportion of Students (%) (n=312)
To control/prevent the use of drugs, alcohol by the students on school property	38	12.2
To inform students about drugs, safety, driver education, etc.	31	9.9
To inform students about police/ police work/the role of the PLO	27	8.6
To control/prevent grafitti, vandalism, locker breakins, stealing, violence, etc.	24	7.7
For the safety/protection of the students, staff, school	23	7.4
To prevent/break up fights, riots, gang wars, etc.	23	7.4
To keep students from getting into trouble/to help students before they get into trouble	16	5.1
To improve students'/youth's/ society's relations with the police/bring police and students closer together	15	4.8
To solve/help with problems around the school/to be there when needed	14	4.5
To enforce the law, school rules/to investigate crime	11	3.5
To answer questions	11	3.5
To help out at school (events)	8	2.6
To offer advice	7	2.2
To stop students from skipping out	6	1.9
To keep out strangers, gangs, thieves, etc./to keep the school secure	6	1.9
To act as a counsellor	6	1.9

PLO's Role	Number of Students	Proportion of Students (%) (n=312)
To watch/know what goes on around the school	6	1.9
To give talks to classes	5	1.6
To see that people behave themselves/are law-abiding	5	1.6
To watch/observe the students	5	1.6
To show students and staff that the police are "nice guys"/ are interested in young people	5	1.6
To provide a symbol of authority	4	1.3
To get to know/understand students/ to have good relations with students	4	1.3
To listen when students want to talk about their problems	4	1.3
To be fair with everyone/to listen to students' side/to be a mediator	3	1.0
So students can get to know a police officer on a personal basis	3	1.0
To talk to students	3	1.0
Other positive roles	6	1.9
Other negative roles	3	1.0
Other comments	1	0.3
Don't know	2	0.6

The secondary students were asked how often they had had contact with the PLO in their school in the last school year[17] -

- *i. for personal reasons?*

Level of Contact	Number of Students	Proportion of Students (%) (n=892)	Mean Attitude Scores
Never	810	90.8	49.2 (n=700)
Once or twice	64	7.2	48.7 (n=49)
Three or four times	12	1.3	52.7 (n=10)
Five or more times	5	0.6	44.0 (n=4)

$F(3,759) = 0.67$, not significant.

- *ii. in your classroom?*

Level of Contact	Number of Students	Proportion of Students (%) (n=911)	Mean Attitude Scores
Never	309	33.9	46.7 (n=267)
Once or twice	456	50.1	50.1 (n=378)
Three or four times	133	14.6	52.4 (n=108)
Five or more times	13	1.4	50.7 (n=10)

$F(3,759) = 8.98$, $p < 0.05$.

- *iii. during extracurricular activities?*

Level of Contact	Number of Students	Proportion of Students (%) (n=890)	Mean Attitude Scores
Never	633	71.1	48.6 (n=558)
Once or twice	177	19.9	49.3 (n=142)
Three or four times	49	5.5	54.7 (n=41)
Five or more times	31	3.5	55.2 (n=22)

$F(3,759) = 6.43$, $p < 0.05$.

- *iv. for other reasons?*

Level of Contact	Number of Students	Proportion of Students (%) (n=853)	Mean Attitude Scores
Never	722	84.6	49.1 (n=650)
Once or twice	87	10.2	49.4 (n=77)
Three or four times	19	2.2	52.2 (n=17)
Five or more times	24	2.8	49.3 (n=19)

$F(3,759) = 0.46$, not significant.

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17. "The last school year" refers to the months of 1980 September to 1981 April when the surveys were completed.

Most of the students (91%) had not had contact with the PLO for personal reasons. The majority of the students (66%) reported that the PLO had come into their classroom at least once in the last school year. The attitudes of students who reported at least one class visit were significantly more positive than those of students who had had no contact with the PLO through class visits. Approximately 30% of the students reported having contact with the PLO through extracurricular activities. Again, the attitudes of students who had had contact during extracurricular activities were significantly more positive. Many students (85%) did not have contact with the PLO for other reasons. The approximately 10% of students who commented on their other reasons for contacting the PLO, mentioned some of the following:

- to seek information *(6 students of the 312 for whom the responses were analyzed)*
- concerning reporting on an offense *(6 of 312)*
- informally, while walking in the halls *(5 of 312)*
- on friendly terms/just to talk *(5 of 312)*
- in guidance *(4 of 312)*

The secondary students were asked whether their contacts with the PLO for "personal reasons" or "other reasons" were usually -

	Number of Students	Proportion of Students (%) (n=260)	Mean Attitude Scores
i. initiated by the student or	107	41.2	49.2*
initiated by the PLO or	151	58.1	49.6
both	2	0.8	—
		(n=185)	
ii. because the student was asking for assistance or	151	81.6	50.7**
because the student was in trouble or	33	17.8	43.9
both	0	0.0	—

* $t(255) = 0.27$, not significant.
** $t(182) = 3.51$, $p < 0.05$.

Of the 260 students who responded to part (i), about 60% reported that their contact(s) with the PLO was (were) initiated by the PLO and 40% reported that the contact(s) was (were) initiated by the student him/herself. The attitudes toward the police of these two groups of students were not significantly different. Of the 185 students who responded to part (ii), most (82%) reported that the contact(s) was (were) initiated because the student him/herself was asking for assistance and 18% indicated it was because he or she was in trouble. The attitudes of the students who were asking for assistance were significantly more positive than those of the students who reported having contact because they were in trouble.

Students in schools which were involved in the PLP were asked how much they liked their PLO. The number and percentage of students who chose each response are reported; each student's scaled rating of liking the PLO was correlated with the student's attitude score.

- *Do you like the police liaison officer at your school?*

	Number of Students	Proportion of Students (%) (n=859)	Scaled Rating	Correlation with Attitude Scores
Yes, very much	279	32.5	1	
Yes, a little	273	31.8	2	$r = -0.36$,
No, not very much	25	2.9	3	$p < 0.05$.
No, not at all	7	0.3	4	
Don't know him/her	275	32.0	5	

About 64% of the student respondents indicated that they liked the PLO "very much" or "a little", and 32% indicated that they did not know the PLO. Very few students reported disliking the PLO. As would be expected, the students' liking of the PLO correlated with their attitude; the negative "r" values indicate that as the students' liking of the PLO decreased (higher scaled rating) so did their attitude scores.

The number and percentage of students who indicated each response to the following question are presented; the attitude scores of the students who selected each of the three responses to this question were analyzed.

- *Would you like to have contact(s) with the police liaison officer —*

	Number of Students	Proportion of Students (%) (n=841)	Mean Attitude Scores
more often?	258	30.7	53.5
about as often?	493	58.6	48.5
less often?	90	10.7	40.6

$F(2,760) = 49.77$, $p < 0.05$.

About 30% of the students reported that they would like to see the PLO in their classroom "more often" and 60% would like to see them "about as often". The students' attitude scores were significantly different for each response to this question. Students who wanted to see the PLO "more often" had significantly more positive attitudes than students who chose the other two responses and students who indicated they wanted to see the PLO as often had significantly higher attitude scores than those students who wanted to see him/her "less often".

The students in schools which had a PLO were asked to rate the effectiveness of the PLP; each student's scaled rating of the PLP was correlated with the student's attitude score.

- *Do you feel that having a police liaison officer in the school has improved -*

  i. the understanding of the students about the role of the police in the community?

	Number of Students	Proportion of Students (%) (n=841)	Scaled Rating	Correlation with Attitude Scores
Yes, a lot	189	22.5	1	
Yes, a little	424	50.4	2	$r = -0.31$,
No, not very much	175	20.8	3	$\rho < 0.05$.
No, not at all	53	6.3	4	

  ii. the relationship between students and police?

	Number of Students	Proportion of Students (%) (n=842)	Scaled Rating	Correlation with Attitude Scores
Yes, a lot	188	22.3	1	
Yes, a little	393	46.7	2	$r = -0.26$,
No, not very much	190	22.6	3	$\rho < 0.05$.
No, not at all	71	8.4	4	

More than a majority of the students indicated that having a PLO had improved (i) the understanding of the students about the role of police (73%) and (ii) the relationship between police and students (69%). Approximately 30% of the students reported negatively to each of these questions. Again, the students' ratings of the effectiveness of the program correlated with these attitudes; the negative "r" values indicated that as the students' perceptions of effectiveness decreased (higher scaled rating) so did their attitude scores.

Approximately 30% of the secondary students made some comments about the PLO. Some examples of their comments follow:

	Number of Students	Proportion of Students (%) (n=312)
PLO is nice/OK/easy to get along with/great person to know	24	7.8
Don't see PLO enough/PLO should be around more often/should talk to students more/should get more involved	16	5.1
Don't see PLO too often/don't have much contact/don't know PLO that well	15	4.8

	Number of Students	Proportion of Students (%) (n=312)
PLP is a good idea/is worthwhile/ is OK	12	3.8
PLO does a good job/is competent/ is a good officer	11	3.5
PLO is very informative/helpful	11	3.5
PLO is good to talk to/very friendly/ understanding	9	2.9
PLO doesn't seem to do anything/ don't know why he is here	7	2.2
PLP has had no effect/is a waste	4	1.3
PLO gets along well with the students/with everyone	3	1.0
Other suggestions	9	2.9
Other positive comments re PLO	8	2.6
Other positive comments re PLP	6	1.9
Other negative comments re PLO	4	1.3
Other comments	3	1.0

APPENDIX F

ELEMENTARY TEACHER SURVEY RESULTS

Questionnaires were completed and returned by 267 elementary teachers. A breakdown of the teacher respondents by the grade they teach is provided in Table I.

TABLE I

BREAKDOWN OF ELEMENTARY TEACHER RESPONDENTS BY GRADE

Grade	Number of Teachers	Proportion of Teachers (%) (n=265)
Kindergarten	15	6.0
One	25	9.4
Two	23	8.7
Three	27	10.2
Four	18	6.8
Five	22	8.3
Six	17	6.4
Seven	17	6.4
Mixed Primary	52	19.6
Mixed Intermediate	49	18.5

A fairly even proportion of teachers responded from each grade level with approximately 40% of the teachers from multi-level classes.

The responses of the elementary teachers to the survey are presented by question.

- *How often during the current school year*[18] *has the police liaison officer spoken to your class in a formal or semi-formal lecture format?*

The number of "formal" class visits made by the PLO during the 1980-81 school year (September to April) is presented in Table II.

TABLE II

FREQUENCY DISTRIBUTION OF NUMBER OF PLO FORMAL CLASS VISITS

Number of PLO Formal Class Visits	Number of Teachers	Proportion of Teachers (%) (n=256)
None	49	19.1
One	115	44.9
Two	68	26.6
Three	19	7.4
Four or more	5	2.0

18. In the elementary and secondary teachers' and principals' questionnaires, "the current school year" refers to the months of 1980 September to 1981 April when the surveys were completed.

Approximately 70% of the elementary teachers reported that the PLO had visited their class once or twice, 19% reported no formal PLO visits and less than 10% reported three or more class visits. Of the 207 teachers who reported that the PLO had made at least one formal class visit,

66 (34.4%) reported it was on an invitational basis,
93 (48.4%) reported it was on a regular basis,
22 (11.5%) reported it was on both a regular and invitational basis, and
11 (5.7%) reported it was on some other basis.

The topics covered by these formal class visits included:

	Number of Teachers	Proportion of Teachers (%) (n=207)
Strangers	72	34.8
Safety Rules	59	28.5
Theft/Shoplifting	54	26.1
Vandalism	42	20.3
Emergency Use of Telephone	39	18.8
Bicycle Safety	38	18.4
A Policeman is Your Friend	37	17.9
Street Safety	35	16.9
Dog Squad	21	10.1
Why We Have Laws	14	6.8
Crime Detection	14	6.8
Slide Safety Presentation	8	3.9
Explosive Devices	7	3.4
Hazardous Symbols	6	2.9
Police-Car Visit	4	1.9
History of VPD	2	1.0
Emergency Situations in School	2	1.0
Mini Bikes	2	1.0
Other topics	9	4.4
Racism	(2)	(1.0)[19]

- *How often during this school year has the police liaison officer visited your class on a friendly, informal basis?*

The frequency of PLO informal class visits is presented in Table III.

TABLE III

FREQUENCY OF PLO INFORMAL CLASS VISITS

Frequency of Informal Visits	Number of Teachers/Classes	Proportion of Teachers/Classes (%) (n=259)
Never	165	63.7
Rarely	58	22.4
Sometimes	33	12.7
Frequently	3	1.2

19. This response was supplied by the teachers; others were given for the teachers to check off.

About one-third of the elementary teachers reported that the PLO had visited their class on a friendly, informal basis during the last school year (September to April).

• *How often during this school year have you seen the police liaison officer participate in or attend the following extracurricular activities? (Please use "not applicable" for activities that you yourself did not attend/of which you have no knowledge.)*

The frequency of observed PLO participation in or attendance at extracurricular activities is presented in Table IV. The PLO was most often observed by elementary teachers at sports events (21.5% indicated "sometimes" or "frequently"), school concerts/drama nights (13.5% indicated the same), School Consultative Committee meetings (13.1% indicated

TABLE IV

FREQUENCY OF PLO PARTICIPATION IN/ATTENDANCE AT EXTRACURRICULAR ACTIVITIES

Events	Never		Rarely		Sometimes		Frequently	
	#	%	#	%	#	%	#	%
Sport events (n=177)[20]	110	62.2	29	16.4	32	18.1	6	3.4
School concerts/ drama nights (n=156)	124	79.5	11	7.0	16	10.3	5	3.2
Openhouse/ parents' nights (n=167)	136	81.4	12	7.2	14	8.4	5	3.0
Field trips (n=164)	153	93.3	44	2.4	77	4.3	0	0.0
Hobby clubs (n=102)	100	98.0	1	1.0	1	1.0	0	0.0
Dances/social events (n=93)	87	93.6	3	3.2	1	1.1	2	2.2
School Consultative Committee Meetings (n=99)	73	73.7	13	13.1	13	13.1	0	0.0
Other activities (n=52)	40	76.9	6	11.5	2	3.8	4	7.7

20. The number of respondents to each part of this question includes only those teachers who found the question "applicable" to them.

the same) and openhouse/parents' nights (11.4% indicated the same). Most of the respondents who found this question applicable (90%+) reported that they had never observed the PLO on field trips, at hobby clubs and at dances or social events. Some of the other activities at which the teachers reported observing the PLO included talking to the school police (3),[21] sports day (3), school reunion (2) and other special evenings (2).

• *During this school year, have you been harassed by any student (e.g., personal threat, verbal abuse, threat/damage to personal property, etc.)?*

Forty-two teachers (16% of the respondents to this question) reported that they had been harassed by a student. Their methods of dealing with the harassment are presented below:

. I handled it myself. (27)
. I sought the advice/assistance of the principal or vice-principal. (24)
. I sought the advice/assistance of a counsellor. (9)
. I sought the advice/assistance of the police liaison officer. (2)
. I sought the advice/assistance of another police officer. (1)
. It was handled in other ways. (5)

• *In which way or ways have you made use of the police liaison officer this school year? (Check as many as are appropriate.)*

Fifty-five percent of the elementary teacher respondents (148) indicated that they had not made use of the PLO during the last school year. The responses of the other 44% of the respondents are listed below:

	#	%
As an advisor	51	19.1
As a crime preventer	25	9.4
As an enforcer of rules/regulations	18	6.8
To provide a break from regular school activities	10	3.8
As a crime detector	4	1.5
Other services	22	8.2
e.g. As a resource person/educator/ guest speaker	(6)	(2.5)
In the organized program	(7)	(2.6)

• *Do you feel that having a police liaison officer has improved the understanding of your students about the role of the policeman in the community?*

Approximately 60% of the elementary teacher respondents indicated that they felt that the PLP had improved the understanding of students about the role of the policeman in the community, 14% felt it had made no improvement and 27% did not know.

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21. Numbers in brackets refer to the number of respondents who made that comment (written) or indicated that response (checked box).

• *Do you feel that having a police liaison officer in the school has improved the relationship between the students and the police?*

Approximately half the elementary teacher respondents (53%) reported that they perceived an improved relationship between students and police as a result of having a PLO. Ten percent of the teachers had not observed improved relations and 37% did not know.

• *What recommendations would you make for improving upon the police liaison program?*

Fifty-four percent of the elementary teacher respondents made some recommendations; their responses have been coded and are presented in Table V. Some examples of their recommendations can be found on page 17.

About 20% of the teachers made some "other comments" which were also coded and are summarized in Table VI. Some examples of their comments can be found on page 18.

TABLE V

RECOMMENDATIONS OF THE ELEMENTARY TEACHERS

FOR IMPROVING THE PLP

	Number of Teachers	Proportion of Teachers (%) (n=267)
Visit school/classes more frequently/spend more time at school	62	23.2
Visit classes on a regular basis	24	9.0
Make casual/informal visits to the classroom/school	18	6.7
Visit classes more than once per year	17	6.4
Be more visible/appear more regularly around school halls/playground at lunch/recess, etc.	12	4.5
Make the interaction between PLO and children more informal/personal	12	4.5
Be involved with school teams/events	10	3.8
Reduce PLO workload/workload too great/has too many schools to be effective	10	3.8
Visit each class in the school (individually)	9	3.4
Spend more time in the elementary school/with the younger students	9	3.4
Need more officers if program is to be effective	9	3.4
Provide more variety in presentations, e.g. more (modern) films, more demonstration, more field trips	9	3.4

TABLE V CONT'D

	Number of Teachers	Proportion of Teachers (%) (n=267)
Extend program to cover topics listed on survey/ more topics	9	3.4
Provide information to teachers on role of PLO/topics for presentation	9	3.4
Involve students more/have more student-oriented activities, e.g. discussions, role-playing	8	3.0
Provide special in-service training for PLO's in dealing with/teaching younger students	8	3.0
Approach students as a friend/highlight friendly nature of police	7	2.6
Need PLO responsible for fewer schools/elementary school(s) only	7	2.6
Have shorter lectures/visits	6	2.2
Emphasize what students want to learn/high interest topics/anecdotes from PLO's own experiences	6	2.2
Meet with teachers in Fall to schedule time	6	2.2
Strive to develop a good rapport with students	4	1.5
Work with/be a big brother to students who have broken the law	3	1.1
Avoid violent topics/sexist language/scare speeches	3	1.1
Obtain teacher input on presentations	3	1.1
Other comments (made by less than 1% of teachers)	29	10.9

TABLE VI

OTHER COMMENTS OF THE ELEMENTARY TEACHERS

	Number of Teachers	Proportion of Teachers (%) (n=267)
Worthwhile/valuable/good/etc. program/visit	13	4.9
PLO has a good rapport with students/is popular with students	11	4.1
No/rare PLO visits this year	11	4.1
Presentation was effective, informative, well-prepared	10	3.8
Students have learned a great deal/enjoyed PLO's visits	10	3.8
PLO has been friendly, helpful, supportive, dedicated, cooperative, etc.	9	3.4
PLP has proved worthwhile in the past	5	1.9

TABLE VI CONT'D

	Number of Teachers	Proportion of Teachers (%) (n=267)
Police-student interaction has been very positive/has improved relations	5	1.9
PLO works well with staff/is respected by staff/ is a good addition/team member	3	1.1
Disappointed with services of PLO, e.g., forgotten appointment, unreturned calls, etc.	3	1.1
Most of PLO's time spent with older children	3	1.1
Other positive comments re PLP	5	1.9
Other positive comments re PLO	3	1.1
Other negative comments	3	1.1
Other comments	4	1.5

APPENDIX G

SECONDARY TEACHER SURVEY RESULTS

Questionnaires were completed by 242 secondary staff members. A breakdown of the "teacher" respondents by position and by subject area is provided in Table I.

TABLE I

BREAKDOWN OF SECONDARY TEACHER RESPONDENTS

BY POSITION AND BY SUBJECT AREA

By Position (n=242)			By Subject Area (n=211)		
	#	%		#	%
Subject area teacher*	189	78.1	Math, Science	50	23.7
Counsellor	26	10.7	Home Ec./I.E.	38	18.0
Special class teacher*	14	5.8	English, ESL, SDC	32	15.2
Department head*	8	3.3	Business	21	10.0
Administrator	2	0.8	Social Studies	21	10.0
Other position	2	0.8	Art, Music, Drama	13	6.2
No response	1	0.4	Modern Languages	10	4.7
			Combination	18	8.5
			No response	8	3.8

*Included in subject area analysis.

Approximately three-quarters of the secondary "teacher" respondents were subject area teachers and about 10% were counsellors. Teachers and department heads responded from a variety of subject areas.

The responses of the secondary teachers to the survey are presented by question.

- *How often in the current school year has the police liaison officer spoken to your students as a class in a formal or semi-formal lecture format?*

The number of "formal" class visits made by the PLO during the 1980-81 school year is presented in Table II.

TABLE II

FREQUENCY DISTRIBUTION OF NUMBER OF

PLO FORMAL CLASS VISITS

Number of PLO Formal Class Visits	Number of Teachers	Proportion of Teachers (%) (n=220)
None	171	77.7
One	20	9.1
Two	11	5.0
Three	6	2.7
Four or more	12	5.5

Over three-quarters of the secondary teacher respondents reported that the PLO had not made a "formal" visit to their class in the 1980-81 school year and approximately 22% of the respondents had had at least one visit. The topics covered by these "formal" visits included:

	Number of Teachers	Proportion of Teachers (%) (n=49)
Drugs and alcohol/Drugs/Alcohol	12	24.5
Drinking and driving	12	24.5
Youth and the Law	10	20.4
Shoplifting	10	20.4
Rape	6	12.2
Role of the Police in the community	6	12.2
Driver education/Safe-driving	5	10.2
Role of the PLO	4	8.2
Hitchhiking	4	8.2
Law/Criminal code	4	8.2
Juvenile crime/delinquency/laws	4	8.2
Motor Vehicle Act	3	6.1
Vandalism	2	4.1
Operation Counter Attack	2	4.1
Police work as a career	2	4.1
Questions posed by students	2	4.1
Other topics	12	24.5

- *How often during this school year has the police liaison officer spoken to your students as a class on an informal basis?*

The frequency of PLO informal class visits is presented in Table III.

TABLE III

DISTRIBUTION OF NUMBER

FREQUENCY OF PLO INFORMAL CLASS VISITS

Number of Informal PLO Class Visits	Number of Teachers	Proportion of Teachers (%) (n=194)
None	171	88.1
One	5	2.6
Two	7	3.6
Three	2	1.0
Four or more	9	4.6

Most of the teachers (88%) reported that the PLO had never visited their class on an informal basis.

- *How often during this school year have you seen the police liaison officer participate in or attend the following extracurricular activities?*

The frequency of observed PLO participation in or attendance at extracurricular activities is presented in Table IV.

TABLE IV

FREQUENCY OF PLO PARTICIPATION IN/ATTENDANCE AT EXTRACURRICULAR ACTIVITIES

Events	Never		Rarely		Sometimes		Frequently	
	#	%	#	%	#	%	#	%
Sports events (n=155)	12	7.7	9	5.8	34	21.9	100	64.5
School concerts/ drama nights (n=124)	19	15.3	8	6.4	44	35.5	53	42.7
Openhouse/ parents' nights (n=142)	39	27.5	9	6.3	36	25.4	58	40.8
Field trips (n=69)	16	23.2	2	2.9	26	37.7	25	36.2
Hobby clubs (n=35)	18	51.4	4	11.4	8	22.9	5	14.3
Dances/social events (n=141)	6	4.3	6	4.3	26	18.4	103	73.0
School Consultative Committee Meetings (n=37)	6	16.2	2	5.4	19	51.4	10	27.0
Other activities (n=39)	1	2.6	0	0.0	10	25.6	28	71.8

Three-quarters or more of the respondents who found the questions applicable indicated that they "sometimes" or "frequently" observed the PLO at sports events, school concerts/drama nights, dances/social events and School Consultative Committee meetings. Thirty-four teacher respondents reported other events attended by the PLO. Some of the other events at which the PLO was observed included:

- Staff social events and activities (9)
- Coaching (4)

- Noon hour activities (4)
- All aspects/almost every aspect (3)
- Hallway patrol/in the hall (3)
- Roller skating parties (3)
- Fashion shows (2)
- Outdoor education activities/field trips (2)
- Special evenings (2)
- Staff meetings (2)
- Committee work (2)
- Talking informally with students (2)
- Intramural athletics (2)

• *During this school year, have you been harassed by any student (e.g., personal threat, verbal abuse, threat/damage to personal property, etc.)?*

Forty-nine teachers (21% of the respondents to this question) reported that they had been harassed by a student. Their methods of dealing with the harassment are presented below:

. I handled it myself. (30)
. I sought the advice/assistance of the principal or vice-principal. (22)
. I sought the advice/assistance of the PLO. (15)
. I sought the advice/assistance of a counsellor. (5)
. I sought the advice of another police officer. (1)
. It was handled in other ways. (5)

• *In which way or ways have you made use of the police liaison officer this school year?*

Forty-four percent of the secondary teacher respondents (107) reported that they had not made use of the PLO during the last school year. The responses of the remaining 56% to the above question are listed below:

	#	%
As an advisor	109	45.0
As a crime preventer	33	13.6
As an enforcer of rules/regulations	29	12.0
As a crime detector	22	9.1
To provide a break from regular school activities	8	3.3
Other services	37	15.3
e.g. As a resource person/educator/guest speaker	(15)	(6.2)
As a friend	(5)	(2.1)
As an advisor for students	(5)	(2.1)
As a friend for students	(3)	(1.2)
As a provider of information	(3)	(1.2)
To report stolen property	(2)	(0.8)

- *Do you feel that having a police liaison officer has improved the understanding of your students about the role of the policeman in the community?*

A majority of the secondary teacher respondents (68%) indicated that they felt that the PLP had improved the understanding of students about the role of the policeman in the community, 2% felt it had made no improvement and 30% did not know.

- *Do you feel that having a police liaison officer in the school has improved the relationship between the students and the police?*

Again, the majority of the respondents (69%) reported that they perceived an improved relationship between the students and the police as a result of having a PLO. Two percent of the teacher had not observed improved relations and 28% did not know.

- *What recommendations would you make for improving upon the police liaison program?*

Twenty-eight percent of the secondary teacher respondents made some recommendations; their responses have been coded and are presented in Table V. Some examples of their recommendations can be found on page 17.

About 38% of the respondents made some "other comments" which were also coded and are summarized in Table VI. Some examples of the comments can be found on page 18.

TABLE V

RECOMMENDATIONS OF THE SECONDARY TEACHERS

FOR IMPROVING THE PLP

	Number of Teachers	Proportion of Teachers (%) (n=242)
Provide information to teachers/students re role of PLO, topics for presentation, etc.	10	4.1
Select PLO's carefully	6	2.5
Be more visible	5	2.1
Continue providing PLO's like the last one/ doing what last PLO did	5	2.1
Spend more time in school	4	1.6
Avoid changing PLO's so often/make position a five-year term/have a longer assignment	4	1.6
Encourage teachers to use PLO in classroom	4	1.6
Make more topics/specific topics available	4	1.6
Increase contact with students	4	1.6

TABLE V CONT'D

	Number of Teachers	Proportion of Teachers (%) (n=242)
Do not wear guns in classroom/school	3	1.2
Deal with infractions (traffic) occurring around school	3	1.2
Need officer for this school only/elementary schools only	3	1.2
PLO's have too many schools to visit	3	1.2
Give counsellors/administrators input in selection of PLO's	2	0.8
PLO should show more authority/enforce law more often	2	0.8
Need more officers if program is to be effective	2	0.8
Remove PLO from school	2	0.8
Other recommendations	22	9.1

TABLE VI

OTHER COMMENTS OF THE SECONDARY TEACHERS

	Number of Teachers	Proportion of Teachers (%) (n=242)
PLO has been friendly/helpful/supportive/ cooperative/excellent/dedicated/etc.	33	13.6
Worthwhile/valuable/good program	24	9.9
Program cannot be improved upon/is adequate at present/works well	16	6.6
PLO has good rapport/is popular with the students	15	6.2
PLO works well with staff/is respected by staff/has been a good addition to staff	14	5.8
Continue program	9	3.7
Police-student interaction has been very positive	6	2.5
Value of program depends on individual PLO	4	1.6
PLP should (can) enhance students' respect for law and improve school atmosphere	3	1.2
Presentation was effective/informative/well presented	2	0.8

TABLE VI CONT'D

	Number of Teachers	Proportion of Teachers (%) (n=242)
Presence of PLO educates students and staff	2	0.8
Other positive comments	9	3.7
Have not seen PLO this year	8	3.3
Not aware that PLO's were available for class visits/what PLP is about	5	2.1
Seldom see PLO/students not all that aware of PLO's existence/role	3	1.2
Other negative comments	2	0.8
Other comments	5	2.1

APPENDIX H

PRINCIPALS' SURVEY RESULTS

The Principals' survey was completed by principals in 60 schools which have a PLO.[22] Their responses to questions concerning the number of hours the PLO spends on the school grounds and the number of class visits he/she makes are broken down in Tables I and II.

TABLE I

APPROXIMATE HOURS PER MONTH SPENT BY PLO ON SCHOOL GROUNDS[23]

Hours Per Month	Number of Principals	Proportion of Principals (%) (n=54)
None	12	22.2
One or fewer	10	18.5
Two	9	16.7
Three	1	1.9
Four	6	11.1
Five to ten	3	5.6
Eleven to fifteen	2	3.7
More than fifteen	5	9.3
Other response	6	11.1

TABLE II

APPROXIMATE NUMBER OF PLO CLASS VISITS PER SCHOOL YEAR[24]

PLO Class Visits Per Year	Number of Principals	Proportion of Principals (%) (n=53)
None	3	5.7
1 - 5	5	9.4
6 - 10	8	15.1
11 - 20	8	15.1
21 - 30	5	9.4
31 - 40	6	11.3
41 - 80	2	3.8
81+	5	9.4
Other response	11	20.8

22. Since one survey was completed per school, the number of principal respondents to each question also refers to the number of schools.

23. These figures were extrapolated from the principals' response to the number of hours per week.

24. These figures were extrapolated from the principals' responses to the number of class visits per week.

Written comments accompanying these two questions and the fairly high proportion of "other response" (especially in the second question) were indicative that the principals had difficulty in responding to these questions. Many indicated that visits to the school were not on a regular basis therefore it was difficult to approximate per week numbers. The above extrapolations of the original responses are therefore approximate. It is interesting to note that 57% of the principals indicated that their PLO has spent two or fewer hours on the school grounds per month on average and 30% of the principals indicated that their PLO makes ten or fewer class visits in a school year.

Principals were asked how many extracurricular activities the PLO had attended at the school during the current school year; the number and percentage of principals choosing each response are reported below.

- *How many of the extracurricular activities (e.g., football games, school concerts, open houses) has the police liaison officer attended at your school during this school year?*

	Number of Principals	Proportion of Principals (%) (n=60)
All of them	4	6.7
Some of them	15	25.0
Few of them	14	23.3
None of them	27	45.0

Nearly half (45%) of the principals reported that their PLO had not attended any extracurricular activities during the current school year; approximately a quarter (23%) reported that a few activities were attended and about 32% indicated that some or all of the activities were attended by the PLO.

The number and percentage of principals who chose each response to the following questions are reported.

- *How many times during this school year have you consulted with/sought the advice of/utilized the PLO -*

	Never		One to three times		Four to six times		Seven or more times	
	#	%	#	%	#	%	#	%
i. in relation to school vandalism? (n=58)	15	25.9	29	50.0	6	10.3	8	13.8
ii. in relation to problematic students? (n=58)	10	17.2	35	60.3	4	6.9	9	15.5
iii. on legal matters? (n=54)	21	38.9	22	40.7	5	9.3	6	11.1
iv. to enforce rules and regulations? (n=51)	32	53.3	11	18.3	1	1.7	7	11.7
v. for other purposes? (n=42)	18	42.9	11	26.2	3	7.1	10	23.8

The PLO was consulted/utilized most often in cases of school vandalism, for problem students and for other purposes. The PLO's were used least often to enforce rules and regulations and for consultation on legal matters. Some of the other reasons for which principals consulted their PLO included:

- investigation of crime, e.g., theft, vandalism, indecent exposure, physical abuse, drugs, alcohol (8),
- to assist with unwanted intruders (4),
- home visitation/working with parents/School Consultative Committee meetings (3),
- extracurricular supervision (2), and
- general advice (2).

• *How often during this school year has the police liaison officer given advice to parents in your school area?*

	Number of Principals	Proportion of Principals (%) (n=58)
Frequently	5	8.6
Sometimes	14	24.1
Rarely	25	43.1
Never	14	24.1

Approximately one-third of the principal respondents indicated that their PLO gave advice to parents sometimes or frequently in the current school year. About one-quarter indicated that the PLO never gave advice to parents and 43% reported that he/she gave advice rarely.

Principals were asked, in their perception, how their staff and students felt about the PLO. The principals' responses are outlined.

	Number of Principals	Proportion of Principals (%)
i. Staff (n=57)		
Very favourable	26	45.6
Somewhat favourable	27	47.4
Somewhat unfavourable	4	7.0
Very unfavourable	0	0.0
ii. Students (n=59)		
Very favourable	37	62.7
Somewhat favourable	22	37.3
Somewhat unfavourable	0	0.0
Very unfavourable	0	0.0

Ninety-three percent of the principals perceived that their staff felt favourable about the PLO and all of the principals observed that their students felt favourable toward the PLO.

Principals were asked to rate the effectiveness of the program based on improved student understanding about the role of the policeman in the community and on improved relationship between the students and the police.

- *Do you feel that having a police liaison officer has improved the understanding of your students about the role of the policeman in the community?*

	Number of Principals	Proportion of Principals (%) (n=58)
Yes	45	77.6
No	2	3.4
Don't know	11	19.0

- *Do you feel that having a police liaison officer in the school has improved the relationship between the students and the police?*

	Number of Principals	Proportion of Principals (%) (n=59)
Yes	39	66.1
No	3	5.1
Don't know	17	28.8

Approximately three-quarters of the principals reported the students' understanding of the policeman's role had improved and the majority (66%) felt that there were improved relations between students and police; most of the other principals didn't know for each question.

Seventy-eight percent of the respondents suggested improvements to the PLP. These suggestions are summarized in Table III. Sixty percent made some "other comments"; these are summarized in Table IV.

TABLE III

PRINCIPALS' SUGGESTIONS FOR IMPROVING PLP

Suggestions	Number of Principals	Proportion of Principals (%) (n=47)
Visit more often/spend more time in school	18	38.3
Be more visible/active in school	8	17.0
Visit on a regular basis/have consistent contact	7	14.9
Be more accessible/give telephone number where PLO can be reached	7	14.9
Include time for informal contact/interaction with students	7	14.9

TABLE III CONT'D

Suggestions	Number of Principals	Proportion of Principals (%) (n=47)
Have a definite commitment to the elementary school/spend more time in elementary schools	7	14.9
Have more officers in program to share work load	4	8.5
Have a longer term/more continuity of officers/more stability	4	8.5
Have a definite timetable/program	4	8.5
Have a more "preventative" role	4	8.5
Present specific topics/a greater variety of topics	4	8.5
Have more contact with both staff and students	3	6.4
Provide inservice teacher training for PLO's	3	6.4
Give officers fewer schools to cover	2	4.3
Provide teachers with information concerning role of PLO, lecture topics, times available, etc.)	2	4.3
Select PLO's carefully	2	4.3
Other suggestions	11	23.4

TABLE IV

PRINCIPALS' OTHER COMMENTS

Comments	Number of Principals	Proportion of Principals (%) (n=37)
PLP is good/worthwhile/functioning well/ satisfactory	10	27.0
PLO has done an excellent job/is a good addition to school program/is appreciated	9	24.3
PLO has been helpful/cooperative/exemplary/ responsible/fun	9	24.3
Value of program is determined by person in PLO position	4	10.8
Continue program	3	8.1
PLO has not been here/is rarely here	3	8.1

TABLE IV CONT'D

Comments	Number of Principals	Proportion of Principals (%) (n=37)
Local secondary school has usurped his time/services	2	5.4
PLP has benefited school	2	5.4
PLP has enhanced the police image	2	5.4
The work load is too great for one officer	2	5.4
Presentations were well received by students/ PLO has good rapport with students	2	5.4
Not aware of PLP/not knowledgeable of what PLO is doing	2	5.4
Other positive comments re PLO	2	5.4
Negative comments re PLP, PLO	3	8.1
Other comments	2	5.4